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ABSTRACT

The fourth in a series reporting evaluation findings on the impact of Project Developmental Continuity (PDC), this volume reports treatment-related and other findings concerning teachers and classrooms up to the time the evaluation study's cohort of children had completed grade 1. Begun at 15 sites in 1974 with the purpose of ensuring that disadvantaged children receive continuous individualized attention as they progress from Head Start through the early primary grades, PDC emphasizes the involvement of school administrators, classroom staff and parents in formulating educational goals and in curriculum development. Chapter I of this volume presents a brief history of the PDC program. Chapter II describes the conceptual framework guiding the evaluation of PDC processes and effects on teachers. Data collection and analysis procedures are discussed in Chapter III. Chapter IV presents descriptive findings regarding the sample and the characteristics of the instruments. Chapter V describes the results of the analysis, primarily those of the teacher interview but also those of the classroom observation system. Chapter VI summarizes and interprets the major findings of the study. A summary and five technical appendices are included. Appendix A provides a copy of the teacher interview (TI), Appendix B presents the focused and global dimensions of the Classroom Observation System (COS), and Appendices C and D give descriptive summaries for items of the TI and the COS, respectively. Appendix E describes the processes used in creating the composite variables for the TI. (Author/RH)

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Project Developmental Continuity Evaluation

Interim Report X: Assessment of Program Impact Through First Grade

Vol. IV

Impact on Teachers

December 1980, High/Scope Educational Research Foundation

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AN EVALUATION OF PROJECT DEVELOPMENTAL CONTINUITY
INTERIM REPORT X

ASSESSMENT OF PROGRAM IMPACT THROUGH FIRST GRADE, VOLUME IV: IMPACT ON TEACHERS

December 1980

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Special thanks go to Dr. Esther Kresh, Administration for Children, Youth and Families. As project officer for the national evaluation of Project Developmental Continuity since it began in 1974-75, she has provided continual support, encouragement, direction, and assistance as needed. Her continuing concerns for the quality of the data and the integrity of the data analysis process have been a constant reminder to us of the potential importance of the findings of this evaluation, in that they may influence future directions of programs at the Administration for Children, Youth and Families.

That influence will be the direct result of the concern for effective programs which has consistently been evidenced by members of the program staff of ACYF. We wish to extend our thanks to Ray Collins, Jenni Klein, Austine Fowler, and Stephen Bedi, who have been supportive of the evaluation effort and interested in the implications of our evaluation results for Project Developmental Continuity and for other ACYF initiatives.

Special thanks go to the coordinators of the PDC sites for their invaluable assistance with the myriad necessary data collection activities. We extend our thanks to those individuals who were coordinators at the time of the grade 1 data collection (1979) and to those individuals who are coordinators at this time: Jesse Beard, Stephen Bedi, Tony Bozich, Nazario Carrillo, Glenda Dodd, Deloris Johnson, Beatrice Kenney, Sande Kirby, Patricia Lanier, Mary D. Levermann, Betty Minor, Geraldine Sanders, Fannie Smith.

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Working with the students, teachers, and parents a dedicated team of local data collectors, testers, interviewers, and observers has diligently tracked down students, arranged observation and interview schedules with teachers, located parents, and scheduled (and re-scheduled) interviews as necessary. The national evaluation of PDC has depended upon the energies and professional skills of these individual consultants who mastered the data collection procedures and then applied those procedures in the field to gather all of the information upon which this evaluation report is based. Many of these individuals, trained during the first year of data collection in 1975, have continued to work with us over the years. Their long-term efforts have enhanced the quality of this evaluation.

Members of the PDC Advisory Panel have provided continual expert review of the evaluation work and valuable suggestions for resolution of technical difficulties. They have been especially helpful in pinpointing various implications of the research findings. For their willingness to consult with us and for their advice about the directions that the evaluation should take, we acknowledge the contributions of Dr. Eva Baker, Dr. Charles Billings, Dr. Jere Brophy, Dr. Robert Dixon, Dr. J. Ward Keesling, and Dr. Luis Laosa.

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Another major unit responsible for quality of data is the field operations unit, supervised by Mary Morris. Her calm handling of the many problems which occur during data collection in a dozen sites across the country and her concern for quality in the selection, training and supervision of data collectors, have resulted in a smooth data collection operation. Mary has been ably assisted by Barbara Bruemmer.

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A number of other individuals within the Foundation have contributed to this report, and to the evaluation of which this report is one product. David Weikart and Terry Bond have ably served as project monitors at various times in this evaluation effort. Robert Halpern, Art Granville and Allen Smith have completed specific professional tasks as part of this evaluation effort, such as development of data collection procedures and analysis of portions of the data. John Love, project director through the first several years of the PDC evaluation, was involved in all phases of the research and report writing.

To these individuals, named and un-named, we extend our appreciation for their involvement in this work and their continuing interest in the impact of Project Developmental Continuity upon the school districts, teachers and classrooms, parents, and children involved in this major project funded by the Administration for Children, Youth and Families.

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I

INTRODUCTION

Project Developmental Continuity (PDC) was begun in 1974 by the Administration for Children, Youth and Families (ACYF) as the first large-scale demonstration of coordinated programming between Head Start centers and public schools in 15 communities throughout the country allocated by HEW regions and the Indian and Migrant Program Division. It is hoped that the single most important effect of this undertaking will be to enhance the social competence of the children served--that is, to increase their everyday effectiveness in dealing with their environment (at school, at home, in the community, and in society). PDC also aims to bring about broader and more intensive involvement of parents and teachers in the governance of school affairs.

As part of the overall Head Start improvement and innovation effort, PDC emphasizes the involvement of administrators, classroom staff, and parents in formulating educational goals and developing a comprehensive curriculum. The object is to ensure that children receive continuous individualized attention as they progress from Head Start through the early primary grades. If the program is unsuccessful, existing discontinuities between Head Start and elementary school experiences will be reduced by PDC mechanisms that encourage communication and mutual decision-making among preschool and elementary school teachers, administrators, and parents.

School organizations at the 15 sites received funding to design and implement seven prescribed components:

- Administration: administrative coordination between and within Head Start and elementary school;
- Education: coordination of curriculum approaches and educational goals;
- Training: preservice and inservice teacher, staff and parent training in program-related areas;
- Developmental support services: comprehensive services (medical, nutritional, and social) to children and families;
- Parent involvement: parent participation in policy-making, home-school activities, and classroom visits or volunteering;
- Services for the handicapped: services for handicapped children and children with learning disabilities;
- Bilingual/bicultural and multicultural education: programs for bilingual/bicultural or multicultural children.

At the same time that projects were instituted, the High/Scope Educational Research Foundation was awarded the evaluation contract, the major purpose of which was to provide ACYF with information that would assist it in its efforts to design effective programs for children. The contract called for the collection and analysis of process and impact data involving both quantitative and qualitative methodologies.

The evaluation has proceeded in two phases. From 1974 to 1978 evaluation activities were aimed at analyzing program implementation and assessing the feasibility of doing a five-year longitudinal study that would follow one cohort of children from the time they entered Head Start until they completed third grade.[1] After judging the study feasible, ACYF funded the current phase of the evaluation (1979-1982) to examine the impact of PDC on participating institutions, teachers and classrooms, parents and children in eleven of the twelve sites still participating in the project.

This report, Impact on Teachers, is the fourth of a series reporting impact findings as of spring of the test-cohort children's first-grade year (1979). Other volumes in the series include:

- Volume I, Assessment of Program Impact Through First Grade: The Context, Conceptual Approach and Methods of the PDC Evaluation. Serves as an introduction, providing a detailed description of the PDC program and the purpose, methods and guiding framework of the impact evaluation.

- Volume II, Impact on Institutions. Describes findings dealing specifically with PDC's impact on the institutional policies and procedures of participating Head Start centers and elementary schools. These findings are presented in the context of the varied social educational settings surrounding PDC.

- Volume III, Impact on Parents. Investigates the impact of PDC on the parents of children in the evaluation cohort and, in a preliminary fashion, the relationship between family characteristics and outcome variables.

- Volume V, Impact on Children. Presents the findings of analyses of PDC's impact on the PDC evaluation's cohort of children as of the end of grade 1. The volume also contains some preliminary examinations of the relationship between variables in the teacher, parent and child domains.

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[1] The results of this phase of the evaluation are described in: Love, Granville and Smith, 1978; and, Smith, Love, Morris, Spencer, Ispa and Rosario, 1977.

- Volume VI, Summary of Impact on Institutions, Teachers and Classrooms, Parents and Children. Summarizes the evaluation results for 1979, when the cohort of children being studied in the evaluation had completed grade 1. Results are presented for each of the four major areas: institutional policies and procedures, teacher attitudes and behaviors in the classroom and with parents, parent attitudes and behaviors in relation to their child's school, and the achievement of children. In addition, the volume summarizes the initial analyses of inter-relationships between the four major areas, such as the relationship between teacher attitudes and parent behaviors concerning involvement with their child's school.

This volume reports on the impact of the PDC program on teachers. It is organized into five major sections, plus a summary and five technical appendices. The appendices are: Appendix A: Spring 1979 Measures: Teacher Interview; Appendix B: Spring 1979 Measures: The Classroom Observation System; Appendix C: Descriptive Summaries for Items of the Spring 1979 Teacher Interview; Appendix D: Descriptive Summaries for Items of the Spring 1979 Classroom Observation System--Global Ratings; and Appendix E: Formation of Composite Variables in the Spring 1979 Teacher Interview. This chapter presents a brief history of the PDC program and its evaluation.

Chapter II describes the conceptual framework guiding the study of PDC processes and effects on teachers. This framework has made it possible for us to begin to "model" the concept of Project Developmental Continuity as well as the kind and direction of change necessary for its institutionalization. It is presented as two different "models": a conceptual model that describes ideally the intended effects of PDC, and an analytic model that describes operationally the change flow expected and required to bring about the intended effects. Chapter II also describes the teacher behaviors and attitudes that are being tapped, and how they fit into the conceptual and analytic models.

The data collection and analysis procedures required by a study of this magnitude and complexity are discussed in Chapter III under the general title of "Methods." This is followed by Chapter IV which presents the descriptive findings regarding the sample and the characteristics of the instruments. Chapter V describes the results of the analyses, primarily of the Teacher Interview, but also of the Classroom Observation System. In Chapter VI we summarize the major findings and discuss implications for the future.

II

A FRAMEWORK FOR STUDYING PDC PROCESSES AND EFFECTS ON TEACHERS

The evaluation has been largely shaped by a particular conception, derived from the PDC guidelines, of the intended effects of PDC and the sequence of changes expected and required to bring about those effects. Before describing the design and methodology of the evaluation, we will in this section attempt to make this conceptual framework more explicit. This discussion has three parts. In the first two, we present a general model of the intended effects of PDC, along with a consideration of the PDC "treatment" and how, as described in the guidelines, it was intended to produce the desired effects. In the third part we describe the process that was used to move from the basic framework to the specification of particular variables and appropriate data collection instruments for this phase of the evaluation.

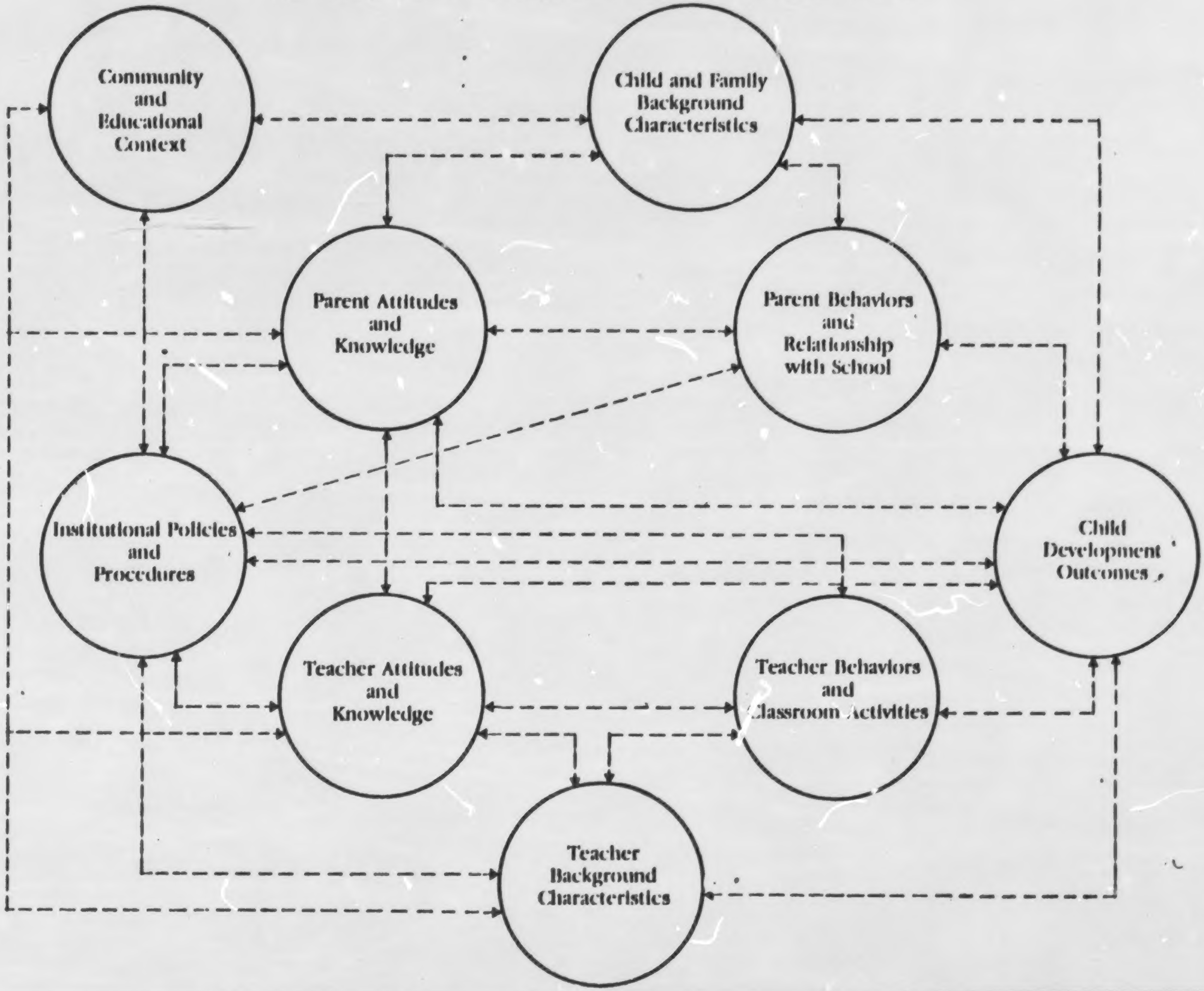
Some Orienting Assumptions: The Concept of Developmental Continuity

The basic assumption underlying the PDC program and consequently this evaluation is that the condition of developmental continuity implies a complex interaction involving an array of factors, both within and outside the school. As a result of this assumption, PDC was designed to be a comprehensive intervention into many aspects of the school, home and community. However, although the implications of this basic assumption pervade the program, the PDC guidelines never fully explicate this assumption.

In order to design an evaluation that is sensitive to the particular goals of the PDC program it was necessary to distill from the guidelines the concept of developmental continuity that appears to have shaped program guidelines. Figure 1 summarizes the results of this exercise. We must emphasize that this conceptualization is not at present a theory to be tested by the data. Rather, it represents an orienting framework that has provided a basis for generating an analytic model, out of which have come research questions, variables, and data collection methodologies. We have used this orienting framework to guide the analysis and reporting of evaluation data.

Simply stated, the conception of developmental continuity implicit in PDC suggests an interactional model that appears to include: (a) a child's intellectual, social, and physical development and background and experiences in home and school; (b) the attitudes, knowledge and background characteristics of parents and teachers; (c) the policies and procedures that prevail in the public school or Head Start center; and, (d) the broader political, social and economic context of the school district and community.

Figure 1
The Conception of Developmental Continuity Assumed in PDC


Community and Educational Context
Child and Family Background Characteristics
Parent Attitudes and Knowledge
Parent Behaviors and Relationship with School
Institutional Policies and Procedures
Child Development Outcomes
Teacher Attitudes and Knowledge
Teacher Behaviors and Classroom Activities
Teacher Background Characteristics

We will return later to consideration of how each of the classes of factors in Figure 1 was defined operationally for this evaluation, and of what variables were measured in each domain. For the moment, however, the following general definitions will suffice:

- Child development outcomes. These, of course, are the ultimate concern of the PDC program. The stated goal of PDC is to enhance children's "social competency." According to the guidelines, social competence includes intellectual achievement, health and nutrition, social-emotional and language development, physical and mental health, and learning attitudes.

- Parent behaviors. This domain includes parent behaviors toward the child in the home, and the role that the parent plays in school life.

- Parent attitudes and knowledge. Especially important in this domain are parent attitudes toward the school or center and parent knowledge of child development and available community resources.

- Teacher behaviors and classroom activities. This domain refers to the child's experiences in the classroom and to the role of the teacher in these experiences. It includes the physical environment that the teacher creates for the child in the classroom, the instructional approach that the teacher employs, the management style of the teacher in his/her dealings with the class, and the general climate that the teacher establishes in the classroom for the children.

- Teacher attitudes. A broad and often-noted domain in the program guidelines, this category refers to teachers' instructional practices and their perceptions of, and attitudes toward parents, particularly parent involvement in their classrooms, and their personal educational philosophy.

- Institutional policies and procedures. This domain includes the activities and procedures that are found outside the classroom, but which influence what goes on in the classroom. Such policies and procedures include the decision-making bodies and mechanisms that exist in the school, the management structure found in the school, procedures for providing services to children either inside or outside the classroom, patterns of communication and coordination in the school and between the school and other institutions, and training that the school provides for teachers, parents, and staff.

- Community and educational context. No school or family exists in a vacuum. The program guidelines recognize that everything that occurs in either setting is shaped and on occasion constrained by cultural, political, and economic factors in the community, and by priorities, policies, and programs of the school district. Another important feature of the community context is the services for families and children that are available from agencies outside the school.

- Child and family background. Although not generally susceptible to change by school programs, the background of the child and his or her family are recognized in the guidelines to be important determinants of development. This domain includes such factors as ethnicity, SES, parents' education and employment status, language spoken in the home, and prior preschool experience.

- Teacher background characteristics. The guidelines say little about particular effects of specific background characteristics, but they and the literature do suggest that such factors are important influences on the teachers' behavior and ultimately on child development. The guidelines refer specifically to certain experiences that at least some program teachers should have had, such as training in bilingual education, or training in child development; the literature also suggests that ethnicity, number of years of teaching experience, and experience in special projects also influence teachers' professional behavior.

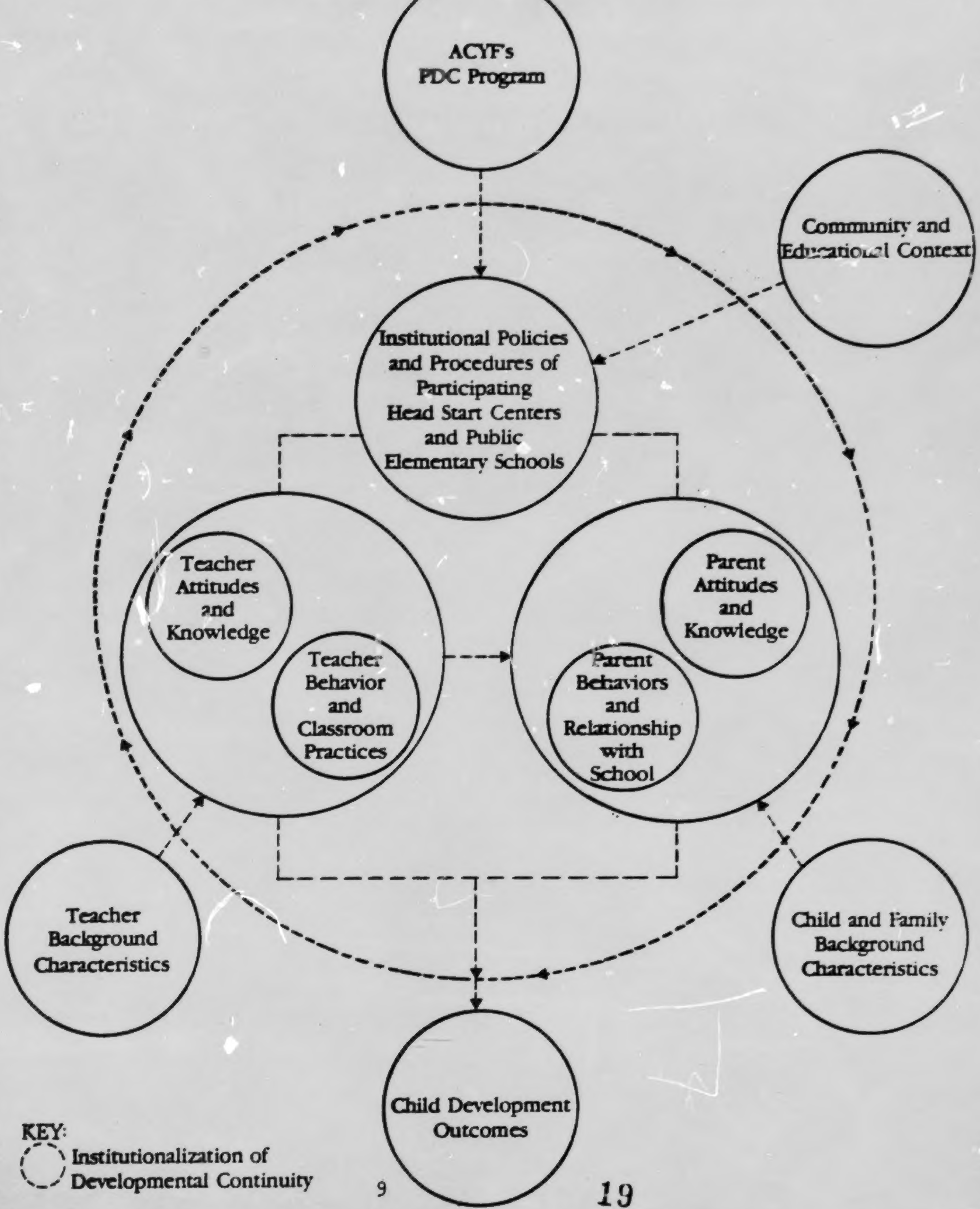
The PDC guidelines do not discuss the precise interactions that are assumed to exist among these various factors. Consequently, Figure 1 portrays only a cycle of continuous interactions that is driven by incremental changes acting on each other in a positive way. One objective of this evaluation will be to explore and describe the strength and direction of relationships between variables within each domain.

However, the guidelines are quite clear in specifying an order in which changes occur to produce impacts on elements of the interactive cycle represented in Figure 1. Any program that seeks to create developmental continuity must first impact on institutions, and through them on parents and teachers, before it impacts on children. Figure 2 presents an analytic model that describes the direction of this change flow.

As shown, PDC is expected to produce first certain interactive conditions favorable to the institutionalization of developmental continuity, which are then expected to lead to changes in child development outcomes. The operational strategy for producing these favorable conditions is to bring about the institutional or structural changes that then make it possible for institutional actors (administrators, teachers and parents) to engage in educational practices that are mutually reinforcing and developmentally continuous. At first, it is expected that the change flow will be moderated by the community and educational context as well as teacher, child and family background characteristics. But ideally, of course, the expectation is to create a chain of interactive changes that spread over time to eventually produce the kind of developmental cycle illustrated in Figure 1. In a sense, then, the analytic model of Figure 2 represents an early stage in the PDC implementation process, and the ultimate steady state is represented by Figure 1.

Figure 2

The Change Flow Assumed in PDC


ACYF's PDC Program
Community and Educational Context
Institutional Policies and Procedures of Participating Head Start Centers and Public Elementary Schools
Teacher Attitudes and Knowledge
Teacher Behavior and Classroom Practices
Parent Attitudes and Knowledge
Parent Behaviors and Relationship with School
Teacher Background Characteristics
Child and Family Background Characteristics
Child Development Outcomes
KEY:
Institutionalization of Developmental Continuity

What Is the PDC Treatment?

We have noted that the ultimate goal for the PDC program is to enhance the social competence of the children it serves by providing developmental continuity. Some of the assumptions implicit in the guidelines about the interactive factors involved in this process have already been examined. The question we must ask next is exactly how the PDC project was intended to impact upon the factors that the guidelines assume will be present in developmental continuity. In other words, what is the PDC treatment?

Again, the program guidelines offer the best starting point for answering this question. In the introduction to these guidelines the following statement appears:

> "Project Developmental Continuity is aimed at promoting greater continuity of education and comprehensive child development services for children as they make the transition from preschool to school...Developmental Continuity, as it is used here, can be defined as planned programs, structures, systems, or procedures by which adults provide children with experiences that foster and support continuous development." (emphasis added)

Project Developmental Continuity seeks to enhance children's social competency by creating greater continuity among children's experiences in the school and between children's home and school experiences. The guidelines do not attempt to specify what continuity of experience should look like, but instead outline a set of planned programs, structures, systems, or procedures that, if implemented, will result in the desired continuity. These structures, then, are the basic PDC treatment that should be present at all sites; within this general framework each site is free to develop its own program.

Table 1 contains brief descriptions of the structures or programs prescribed in the guidelines for project sites. These prescriptions outline a set of activities for all PDC programs to implement. Following the earlier model, these guidelines are aimed at the classroom, at parents. and at the school or center as an institution.

Identifying an Evaluation Methodology Appropriate for the PDC Treatment

Having specified the PDC treatment as described in the guidelines, the next step was to develop an evaluation design that was appropriate to the goals of the PDC program. Although this process also began with the program guidelines it was necessarily shaped by other considerations

Table 1

The PDC Treatment as Described in the Guidelines

Planned Programs, Structures, Systems or Procedures that Foster and Support Continuous Development

At the Institutional Level

Planning and Decision Making

1. Formalized broad representation in decision-making groups including parents, staff (Head Start and elementary), community representatives involved in education, health, nutrition, and social services.
2. Procedures for ongoing discussion and refinement of the curriculum that include parents, teachers, aides, etc.
3. Establishment of a formal or informal internal assessment system for monitoring the school's progress toward meeting its goals and objectives.

Management

1. Assign responsibility for education, handicapped, bilingual, etc. to specific individuals at Head Start and elementary levels.
2. Provisions for coordination from Head Start through grade 3 of services to meet the educational and social needs of handicapped and bilingual children.
3. A coordinated parent involvement program from Head Start through grade 3.

Training

1. Provide training on decision making and policy making for members of decision-making groups.
2. Provide training on the goals and objectives of both the Head Start and elementary programs.
3. Provide training to make staff and volunteers sensitive to special needs of handicapped children.
4. Provide training for parents in how to work with teaching and administrative staff.
5. Provide training for classroom volunteers.
6. Provide training for parents in how to work with their own children.
7. Provide training for parents in child growth and development.

Table 1
(continued)

Training (continued)

8. Provide training for parents in available community resources.
9. Provide training for teaching staff in meeting the needs of bilingual children.
10. Provide training for teaching staff in the principles of first aid, health, and safety practices.

Communication and Coordination

1. Communication between decision-making bodies and Head Start and elementary school parents.
2. Regularly scheduled communication and coordination between Head Start and elementary teaching staff.
3. Continuity of record-keeping, Head Start through grade 3.

Provision of Services

1. Provision of a broad range of medical, dental, mental health, and nutrition services.
2. Comprehensive screening and diagnostic assessment of every child upon enrollment.
3. An annual survey to identify handicapped children.
4. Provision of an interpreter when needed.

At the Level of Classroom Activities

A Continuous Coordinated Curriculum

1. Develop or adopt a compatible, coordinated curriculum from Head Start through third grade.
2. Have a curriculum that facilitates the learning of basic educational skills for reading, writing, and computation.
3. Have a curriculum that provides continuity of educational and developmental experiences, Head Start through grade 3.
4. Develop a curriculum plan that includes goals and objectives statements in each subject or developmental area.

Table 1
(continued)

Individualized Instruction

1. Curriculum must be developmentally appropriate.
2. Instruction must be individualized.
3. Develop a diagnostic and evaluative system that enables teacher to pinpoint developmental levels of each child based on the child's diagnosed strengths and weaknesses.
4. Former teachers consulted when planning educational objectives.

Multicultural Perspectives

1. Provide bilingual/multicultural classroom activities, materials and resource persons for all children.
2. Develop a compatible Head Start-elementary school approach regarding bilingual education.

Classroom Services for Handicapped Children

1. Handicapped children mainstreamed to the maximum extent possible.
2. Early diagnosis and evaluation of children with learning disabilities.
3. Special materials, structural changes, or classroom reorganization provided as appropriate for accommodating handicapped children.

Whole-Child Perspective

1. Have a curriculum that encourages the physical and social-emotional growth of children.
2. Health education and nutrition integrated with other educational objectives and activities.
3. Meals and snacks used as an opportunity for learning.
4. Provide nutritional services that reinforce good aspects of foods served at home.
5. Familiarize children with health services they will receive prior to delivery.

Use of Community Resources

1. Bilingual/multicultural resource persons used in the classroom.

Table 1
(continued)

At the Level of the Home and Home-School Activities

Home-School Communication

1. Parents involved in planning educational objectives for their children.
2. Parents given summary of records on health, medical services and immunization.
3. Parents familiarized with available health services.

Parent Involvement in School Life

1. Parents involved in all decision-making bodies.
2. Parents involved in all school decisions.
3. Activities provided for parents that relate to cultural dynamics.
4. Parents used as resource persons in the classroom.
5. Parents involved in classroom activities, special parent events, activities that stress home-school continuity.
6. Parents involved as observers, aides or volunteers in the classroom.

Home Activities with Children

1. Parents encouraged to become involved in health care process.

as well. First, PDC is not a static program, launched and maintained by an immutable set of guidelines. Local programs through their experiences and interactions with national ACYF staff have created altered perceptions of what PDC is and should be. These altered perceptions had to be accommodated in the evaluation design. Second, the PDC evaluation itself exists within a broader research and policy environment. New issues and questions are emerging regularly that could appropriately be addressed in the PDC evaluation without compromising the basic evaluation objectives. Consequently, certain research questions and variables have been added to the study in response to ACYF information needs that are not necessarily unique or even directly tied to the PDC treatment as defined in the guidelines. Finally, there are many audiences for the PDC evaluation, each with its own information needs. These audiences include policy makers in Washington, the research and evaluation community, and of course practitioners in the field. Insofar as possible, the needs of these audiences have been accommodated within the evaluation design.

Before outlining the research questions and associated variables for the evaluation, a few words are in order about the process that was used to develop the study. The RFP for the second phase of the evaluation specified that the contractor was to examine the impacts of the PDC program on children, on parents, on teachers, and on the schools and centers as institutions. The RFP also specified that these impacts were to be assessed using a variety of structured and unstructured methodologies, from classroom observations to interviews and document analysis.

Early in the contract, several representatives from the various constituencies of the PDC program were invited to High/Scope's Ypsilanti, Michigan headquarters to "brainstorm" about the PDC treatments and the impacts that could plausibly be expected in each impact domain. This panel included a coordinator from the PDC project in West Virginia, a technical assistance consultant familiar with several sites, and a former ACYF project officer familiar with ACYF's policies. The panel met with High/Scope staff for three days and produced a long list of (a) plausible impacts and (b) variables that might be measured to assess these impacts.

This initial and admittedly massive list of impacts was next sorted, pruned, refined, and revised by project staff and presented to the PDC Advisory Panel in October 1978. Breaking into work groups that concentrated on each impact domain, panel members worked with project staff to further prune the list and to establish priorities among the many variables that might be assessed in each area. This refined list became the basis for all instrument development. Further modifications and refinements have been made to this basic list as new information needs have been identified through ongoing interactions with PDC program staff at ACYF.

Research Questions, Constructs, and Variables

This phase of the PDC evaluation is designed to address three basic questions:

1. *What impact has the PDC program had on (a) children's development, (b) parents' knowledge and attitudes, (c) parents' behaviors, (d) teachers' attitudes and knowledge, (e) teachers' behavior and classroom activities, and (f) institutional policies and procedures?*
2. *Irrespective of treatment, what factors or patterns of factors help account for meaningful outcomes in each domain?*
3. *To what extent do these factors affect the relationship between the PDC program and its impacts?*

Stated differently, the first task of the PDC evaluation is to determine PDC program effects through comparisons of PDC and comparison teachers, parents, and children on selected variables. For example, the frequency of parent visits to PDC and comparison schools is compared to determine whether PDC has had any impact on that aspect of parent involvement in schools. The next task is to explain the results of these comparisons using whatever qualitative and quantitative information is available. For example, at sites where there are relatively few or no differences between PDC and comparison parents' involvement in the school, we may find that the comparison schools have instituted a parent involvement program patterned after PDC's. It might be reasonable to conclude from this that, contrary to appearances, PDC has indeed had an impact upon parent involvement in the schools in question, and that impact has diffused to the comparison institutions.

Having examined the similarities and differences between PDC and comparison groups along various dimensions, the final task for the evaluation is to examine the relationships among child, parent, teacher, institutional, and community variables, disregarding the PDC/comparison grouping. Extending the preceding example, we might discover that schools with active and successful parent involvement programs, be they PDC or comparison, tend to have similar institutional policies or procedures (such as regular newsletters, parent training programs, and designated parent involvement coordinators) that foster greater involvement by parents in school activities. While findings such as these may not reflect directly on the effectiveness of the PDC treatment, they would be of obvious interest to educators and policy makers wishing to expand the role of parents in school programs.

Constructs Addressed by the Evaluation

As we have said, a pervading concern in the design of this evaluation has been ensuring that the domains and variables measured are indeed relevant and appropriate to the objectives of the PDC program. The development process that was followed to accomplish this end has already been described. Following this process a set of constructs was identified in each impact domain for attention by the evaluation. These constructs are listed in Table 2.

For the most part, these constructs follow the conceptualization of the PDC treatment that was mapped in the program guidelines and refined by ACYF and project staffs (see Table 2). Thus, the constructs described in the table generally represent the areas in which PDC was supposed to have impacts, and areas in which the nature and direction of PDC/comparison differences could be predicted. There are some exceptions to this general rule, however. Most exceptions are found in the domain of Teacher Behaviors and Classroom Activities, where several constructs--Structure and Content of Classroom Environment, Classroom Climate, Intellectual Stimulation, Classroom Management, and Instructional Approach--were added despite the fact that the guidelines are virtually silent about the specific impacts that PDC should have in these areas. They were included in the evaluation because other research has indicated that behaviors in each may contribute significantly to child development outcomes. Although few hypotheses could be formulated about PDC/comparison differences in these areas, they were nonetheless included because of their potential utility in answering Research Questions 2 and 3.

Variables and Data Sources

For each construct in every domain an array of variables was identified through consultation with ACYF, local project staff, and outside experts, following the procedures outlined earlier. For each variable, decisions were made about the best sources of information and data collection methodology. Wherever possible an attempt was made to "triangulate" on the desired information by collecting data on the same phenomenon in multiple ways from different sources. Table 3 lists the data collection instruments and methods developed for the evaluation; more extensive descriptions of the instruments can be found in this volume as well as in Volumes II, III and V of the series. The appendices to this volume contain a list of the variables addressed by the evaluation, the sources for information on each variable, and the hypothesized directions of treatment effects.

Table 2

Domains and Constructs Addressed by the PDC Evaluation

Child Development Outcomes

- Academic skills and abilities
- Health and nutrition status
- Social-emotional development
- Learning attitudes
- Classroom behavior

Parents' Behaviors

- Role of parents in school life
- Parent-child activities in the home

Parents' Knowledge and Attitudes

- Parents' attitudes toward the school as an institution
- Parents' perceptions of the schools' help in meeting the needs of their families

Teachers' Behaviors and Classroom Activities

- Structure and content of classroom environment
- Delivery of special services to children
- Classroom climate
- Meeting needs of handicapped children
- Intellectual stimulation
- Home-school continuity
- Contacts with other teachers
- Instructional approach
- Classroom management
- Individualization of instruction
- Use of community resources
- Meeting affective/emotional needs
- Multicultural perspective

Teachers' Attitudes

- Attitudes toward parental involvement
- Perceptions of change
- Attitudes toward the school/center

Institutional Policies and Procedures

- Planning and decision making
- Provision of services
- Use of community resources
- Communication and coordination
- Training

Table 3

Data Collection Methodologies*

Child Development Outcomes

Instrument	Type	Abbre-viation
Peabody Individual Achievement Test	Individually administered published test	PIAT
McCarthy Scales of Children's Abilities	Individually administered published test	MSCA
Bilingual Syntax Measure	Individually administered published test	BSM
Preschool Interpersonal Problem Solving Test	Individually administered published test	PIPS
Child Interview	Semistructured interview followed by interviewer ratings	CI
Child Rating Scale	Teacher ratings of individual children	CRS
Pupil Observation Checklist	Tester ratings of child's behavior during test administration	POCL

Parents' Attitudes, Knowledge, and Behaviors

Instrument	Type	Abbre-viation
Parent Interview	Structured interview with parents of children in test cohort	PI

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*See Appendix A for complete descriptions of instruments.

(continued)

Table 3
(continued)

Teachers' Attitudes, Knowledge, and Behaviors

Instrument	Type	Abbreviation
Teacher Interview	Structured interview	TI
Classroom Environment Observation	Checklist and rating form	CEO
Classroom Activities Record	Time-sampling observation and rating form	CAR
Focused Observations	Semistructured observations and rating form	FO

Institutional Policies and Procedures

Instrument	Type	Abbreviation
Administrator Interview	Structured interview	AI
Case Studies	Documents prepared by Pacific Consultants for ACYF in 1978-79	--
Site Visits	One-week visits by High/Scope staff	--
Site Records	Minutes, training records, etc. kept by local project staff	--

How Teacher Behaviors and Attitudes Fit Into the Conceptual and Analytic Models

This section describes how teachers' classroom behaviors and attitudes fit into the conceptual and analytic models. First we will briefly review the specific teacher behaviors, classroom activities, and attitudes and background characteristics of interest in the PDC evaluation. We will then discuss the relationship between these domains in terms of our conceptual and analytic models.

Those teacher behaviors and classroom activities of interest to the PDC evaluation are those thought to be involved in constructing a developmentally continuous educational experience for the child in the classroom. They include such things as extent of individualization of experience and involvement of the parents and community members in the classroom.

We used the Classroom Observation System to directly assess the structure and content of the classroom, such as provisions for the handicapped and presence of learning centers. The Classroom Observation System also taps the teacher's instructional approach, in terms of individualization, home, and community involvement, degree of intellectual stimulation, use of multicultural materials, sensitivity to affective needs, classroom management techniques, and classroom climate.

Instructional approach was also assessed by the Teacher Interview. In addition to providing a second source of information about the instructional approach, the Teacher Interview elicited teacher attitudes toward parent involvement, amount of contacts with other teachers, use of community resources, and involvement with parents in the classroom. (For a detailed outline of specific teacher constructs, refer to Table 2. The Classroom Observation System and the Teacher Interview can be found in Appendices A and B.)

Teacher background characteristics which might potentially influence program impacts were also documented by the Teacher Interview. They include: amount of training in child development theory, number of years teaching, number of years in the current school, ethnicity, and experience in special innovative programs.

Conceptually, teacher behaviors, attitudes, and background characteristics interact with each other within an institutional as well as social and political context to result in anticipated impacts on children's educational performance. Social scientists recognize the complexity of the relationship between attitudes and behaviors. Changes in either one can bring about changes in the other, and the relationship between teacher attitudes and behaviors is no exception. Thus, in this evaluation we examine both attitudes and behaviors.

While some teacher background characteristics are immutable, others, such as training in child development theory, are not. In both cases, these teacher background characteristics may act as "predispositions" or "mediators" of attitudes and behaviors, and thus are important elements in the conceptual and analytic models presented here.

The interactions of these elements--teacher behaviors, attitudes, and background characteristics--operate within a larger institutional and social-political context. The institutional context includes building-level differences within a school district (such as administrator personality and practices) as well as differences in the school districts themselves (such as geographical, political, fiscal, and even historical factors). Thus, conceptually, teachers' attitudes, behaviors, and background characteristics are mutually influential, as well as influencing and being influenced by institutional contexts.

Analytically, the direction of change in terms of these domains proceeds from institutional practices and teacher background characteristics to teacher behaviors and attitudes, to parent behaviors and attitudes, and ultimately to child impacts. Conceptually, and even practically, of course, the direction of this change is clearly not unidirectional but rather circular. Even those who are seen as primarily being acted upon, the children must be acknowledged also as actors, as influencers, themselves. Analytically, however, we must assume a unidirectional approach: first document administrative practices and teacher background characteristics; then measure teacher behaviors and attitudes and parent behaviors and attitudes, without ignoring the broader social and political contexts; then examine outcomes on children. Our analytical approach assumes a progression of impacts from the first to the last.

Thus, the following chapters focus on teacher behaviors and attitudes and document teacher background characteristics in an attempt to elucidate some pieces of the conceptual and analytic models. Three areas in particular are emphasized: 1) teacher participation in decision-making and planning, as evidence of institutional change directed at a more continuous curriculum; 2) instructional approach, especially evidence of individualization of curriculum; and 3) attitude and efforts toward parent involvement, as an indication of more home-school continuity.

III

METHODS

Data Collection Procedures for the Teacher Interview and Classroom Observation System

To establish a data collection routine that would result in observation and interview data of the highest possible quality, the procedures followed in previous data collection periods were continued, with minor modifications:

- An organizational structure for field staff involved in the data collection effort was outlined, role responsibilities were defined, and detailed training manuals were produced.

- Training models were designed that specified observer performance standards and provided for sessions with large-group, small-group and individualized instruction, daily reviews of each field staff's performance, and discussion of potential problems.

- Onsite monitoring of field staff by trainers was conducted prior to the start of the actual data collection.

- An observer liaison at each site collected completed observations and interviews each week and checked them for obvious errors or omissions before sending them to the High/Scope Foundation.

Each of these procedures is discussed below.

Field Organization

Job announcements for observer positions were posted in all sites by the local PDC staff. Applicants were then interviewed by High/Scope staff and final hiring decisions were based on such criteria as teaching experience, performance in a mock interview, and perceived ability to interact effectively with school staff. The roles of all field staff (site coordinators, observer liaisons, observers, and testers) were explicitly defined in the High/Scope PDC Field Procedures Manual in order to clarify and systematize responsibilities.

The observers were responsible for conducting the classroom observations and the teacher interviews while the testers collected the child data. (The Parent Interview and Administrator Interview were administered by both testers and observers, although this procedure varied from site to site depending on the workload of each group.) The data collection effort took approximately nine weeks at each site.

Training Procedures

Training sessions for High/Scope monitors and locally hired PDC data collection field staff were held in March 1979 at the High/Scope Conference Center in Clinton, Michigan. Training in the Classroom Observation System and Teacher Interview was conducted by three High/Scope observer-trainers, who had been involved in the development of the High/Scope PDC Observation System. A seven-day training workshop was scheduled for the observers, which included training sessions on interviewing techniques and field logistics. The observers were responsible for interviewing those teachers whose classes they observed.

Interviewer training. The High/Scope PDC Interviewer's Manual was distributed to the observers and sections pertaining to pre- and post-interviewing activities and interviewing techniques were read and discussed. Because most of the observers had been teachers themselves, discussion of methods of establishing rapport and the importance of accommodating to teachers' schedules went very quickly. Observer-interviewers were trained in using the Teacher Interview Global Ratings by listening to audiotape recordings of staged interviews and completing the ratings based on what was heard. Each rating was then discussed so that a thorough understanding of each dimension was achieved. (Two items proved impossible to achieve agreement on, and thus were dropped.) In those sites where the observers were also going to conduct parent and/or administrator interviews, training for the observers was provided by the site's testers.

Observer training. Training in the three components of the observation system relied on a variety of activities and subsequent group discussions to bring the observers to criterion levels of performance. Training in the Classroom Activities Record (CAR) and Focused Observations began with a large-group discussion of the forms and coding categories, followed by application of these categories to scenarios created by the High/Scope trainers. After becoming familiar with the basic category definitions, observers practiced by viewing videotapes of actual classroom activities and coding the activities. Again, individual judgments were discussed in large-group sessions. Skill levels were checked at the end of the training using a criterion videotape that all trainees observed and coded.

Training in the Classroom Environment Observation (CEO) was accomplished in small groups using color slides of classrooms. Separate carousels were set up in various locations around the training facility, with each carousel containing a set of slides from a single classroom. Observers worked in teams of three to observe each set of slides and complete the CEO form as a group. Criterion performances were then checked by having all trainees observe and rate slides of a single classroom and then compare their judgments with those of the trainers.

Monitoring

Onsite monitoring of observers at all sites was the responsibility of the High/Scope monitors who conducted or participated in the observer training. The monitoring occurred during the week following training. Each observer was required to tape-record an interview with a teacher and to complete the global ratings of that interview. These tapes were evaluated by the High/Scope monitor and discussed with the observer during the monitoring visit. Monitoring of the various components of the classroom observation system was accomplished by having all of the observers at a particular site spend one day together in a classroom with the High/Scope monitor and use all components of the observation system. Global ratings of these observations were then completed separately by the observers and monitor. Following these observations and ratings the observers and the monitor met as a group to discuss their judgments. Additional training was then provided as necessary.

Weekly Pre-Transmittal Data Checks

Observers were required to give or send their completed data to their respective observer liaisons at the end of each week. These staff then checked the observation booklets and interview forms for recording/scoring errors. The observer liaisons also kept track of all completed data (in addition to the individual records each observer kept) and were responsible for mailing the completed data to the High/Scope Foundation on a weekly basis.

Recording and Scoring of Data

In addition to the observer liaisons' pre-submittal check, data collected by the observers were also checked by the supervisor of field operations at the High/Scope Foundation. The supervisor of field operations identified any errors in recording or coding and notified the observer liaisons, who then discussed the errors with the observers at the site.

Once the raw data were screened for accuracy at High/Scope, they were sent to the Foundation's data processing section to be tagged with unique identification numbers for each teacher, parent, and administrator, to be scored and verified, and then keypunched and verified.

Data Collection Sequence

Once the sample children for the evaluation were located in the district schools, the field staff divided the classes among themselves. In making these divisions two factors were taken into account: (1) the order in which the classes were to be completed was to be such that testers would be collecting data in the PDC schools while observers were collecting data in the comparison schools, and vice versa, and (2) all field staff would test or observe in both PDC and comparison classes, thus reducing the possibility of tester or observer bias for either group.

The teacher interviews were scheduled at the teacher's convenience during the two days of classroom observation (one day for the CAR and the following day for the Focused Observations). Interviews often took place during the teacher's lunch periods, if she wished, or after school. The Classroom Environment Observation was completed when the children were out of the room, for example, during recess.

Data Analysis Procedures

Chapters IV and V of this report present the results of six sequential stages of analysis of PDC data, focusing on:

- descriptive characteristics of teacher samples for which data were collected in spring 1979;
- comparability of the spring 1979 PDC and comparison teachers interviewed;
- characteristics of the spring 1979 Teacher Interview and Classroom Observation System;
- effects of the PDC program on classrooms and teachers;
- analyses of the relationship between predictor variables and educationally significant outcomes;
- analyses of the interaction between these predictor variables and treatment.

Brief descriptions of the procedures used in these analyses are given below.

Descriptive Characteristics of the Sample

In order to understand the composition of the PDC and comparison samples for which data were collected in spring 1979, descriptive statistics were computed and tabulated for these samples at each site and for all sites combined. Descriptive statistics are presented for the sample of teachers interviewed and for the sample of classrooms observed.

Response Rate

Overall, teachers were receptive to being observed and interviewed. The response rate for both classroom observations and teacher interviews was very high. For classroom observations the rate was 90% (see Table 4) and for teacher interviews it was 93% (see Table 5). In most cases the reason for observations and interviews not being completed was lack of observer time. Some school systems, such as Florida's and Colorado's, closed by Memorial Day. The comparison schools accounted for slightly more missing data than the PDC schools, but the difference was not significant.

Comparability of PDC and Comparison Teachers

The PDC and comparison samples of teachers interviewed and observed in spring 1979 were compared on background variables to determine whether there were any significant differences between the two groups. Analytic approaches were primarily chi-square analyses and univariate analyses of variance.

Characteristics of the Teacher Interview

The 1979 Teacher Interview consisted of seven sections which the interviewer administered to the teacher and one section, the Global Ratings, which the interviewer completed after the interview. The first section focused on teacher background information, such as number of years of full-time teaching. The second section dealt with frequency of teacher involvement in various school and classroom activities, such as frequency of participation in curriculum planning committees and frequency of visits to other classrooms. The third section concerned frequency and types of parent contact, including visits to the parents' home and use of parents in the classroom. It also included questions on teacher attitude toward more parent involvement in the classroom. The fourth section elicited in an open-ended format teachers' descriptions of their instructional approach, and the fifth focused on their perceptions of change in many facets of education over the last five years. The sixth section dealt with teacher attitudes toward their school. A seventh section was designed for PDC teachers only and covered

Table 4

Numbers of Classrooms Observed by Site and by Treatment Group: Spring 1979 Classroom Observation System

Site		PDC	Comparison	Full Sample
California	N	3	5	8
	%	100	83	89
Colorado	N	6	7	13
	%	100	78	87
Connecticut	N	9	10	19
	%	90	53	66
Florida	N	14	9	23
	%	100	82	92
Georgia	N	6	--	6
	%	100		100
Iowa	N	5	13	18
	%	100	100	100
Maryland	N	4	6	10
	%	100	86	91
Michigan	N	4	20	24
	%	100	95	96
Texas	N	8	9	17
	%	100	82	89
Utah	N	9	14	23
	%	100	100	100
Washington	N	4	10	14
	%	100	100	100
All Sites Combined	N	72	103	175
	%	99	85	90

Table 5

Numbers of Teachers Interviewed Overall, by Site and Treatment Group: Spring 1979 Teacher Interview

Site		PDC	Comparison	Full Sample
California	*N*	*3*	*9*	*12*
	%	60	90	80
Colorado	*N*	*12*	*16*	*28*
	%	100	100	100
Connecticut	*N*	*20*	*20*	*40*
	%	95	71	82
Florida	*N*	*18*	*17*	*35*
	%	82	94	88
Georgia	*N*	*9*	--	*9*
	%	100		100
Iowa	*N*	*8*	*16*	*24*
	%	100	94	96
Maryland	*N*	*8*	*9*	*17*
	%	100	100	100
Michigan	*N*	*8*	*24*	*32*
	%	100	100	100
Texas	*N*	*11*	*12*	*23*
	%	100	80	88
Utah	*N*	*18*	*23*	*41*
	%	100	100	100
Washington	*N*	*8*	*14*	*22*
	%	100	100	100
All Sites Combined	*N*	*123*	*160*	*283*
	%	95	92	93

many of the topics described above but in relation to the PDC program specifically, not the school as a whole. The Global Ratings provided numerical assessments on a one-to-five scale of the teacher's instructional approach including degree of parent involvement in the classroom. Because spring 1979 was the first year in which this instrument was administered, scaling and scoring procedures used to report results from these instruments in this report are still at a fairly direct, item-level approach. Where appropriate, however, scale properties are presented, including internal consistency and item intercorrelation values. At the item level, the principal data presented are central tendency, dispersion, and distributional values for each item.

Characteristics of the Classroom Observation System

We have attempted, throughout the PDC evaluation, to document classroom processes by direct observation. Through spring 1978 (kindergarten), process documentation was accomplished using a time-sampling observation system that focused on the behavior of individual children. Critical review of this system following spring 1978 data collection suggested that it was not sufficiently sensitive to program-relevant dimensions of variation in overall classroom environment and process (see Interim Report IX, pp. 51-53); therefore, development of a more appropriate observation system of classroom processes was undertaken.

The full system of classroom observation data can be broken down, for instrument-description purposes, into two parts:

- questions about the classroom environment (21 questions from the Classroom Environment Observation);
- Global Ratings (five-point scale questions from the Classroom Environment Observation, Classroom Activities Record and Focused Observation Instruments I, II and III).

The questionnaire items from the Classroom Environment Observation are described in Chapter IV in terms of the overall response distributions for each question. Global Ratings are described in terms of response distributions for each scale item as well as scale totals.

Analytic Strategies for Examining PDC's Effects

Evidence of PDC's influence on teachers and classrooms is presented in Chapter V. Analytic strategies for measuring PDC's effects are described briefly here.

Strategies for Examining PDC's Influence on Teachers and Classrooms

Analyses in this volume examining PDC effects on teachers and classrooms focus first on the identification of differences between PDC and comparison group teachers, and between classrooms in the two groups. Aggregate scales are constructed from items on the Teacher Interview, and more complex summary variables are prepared and analyzed. Global Ratings from both the Teacher Interview and Classroom Observation System are factor analyzed.

At the level of individual items the principal data presented are distributional values. Items which were conceptually similar were combined into higher-order variables. Means, standard deviations, and frequency counts are presented for these scales along with internal consistency estimates and item intercorrelations where appropriate.

Analyses of Variable Relationships Independent of Treatment

A second analytic stage identified site and other selected variables, primarily teacher characteristics, that might be expected to have an influence on teacher outcomes. The relationship between these variables and the more complex variables reflecting outcomes of interest regardless of significant treatment effect is examined.

Analyses of Treatment Interactions with Other Variables

In the third stage of analysis, preliminary explorations assessed the extent to which program impacts on teachers were affected by demographic differences, by certain other variables, or by site-specific considerations.

IV

DESCRIPTIVE FINDINGS

This chapter presents a description of the samples of teachers observed and interviewed and the sample of classrooms observed. It also includes a description of the analytic procedures used to examine the findings, the summary variables created from the individual items, and some findings from the Teacher Interview and Classroom Observation System. Chapter V will focus on the results of the data analyses designed to explore the relationship between teacher background variables and educationally significant outcomes. It will also examine the interaction of these background variables with program impact.

Descriptive Characteristics of the Samples of Teachers and Classrooms

In spring 1979, 283 teachers were interviewed at PDC and comparison schools in the eleven study sites. The classrooms of 174 of these teachers--those with two or more cohort children in their classes--were also observed. The 109 teachers interviewed, but not observed, were drawn from both PDC and matched comparison Head Start centers or schools. They were randomly selected at each grade, Head Start through third, and were included in the interview sample to provide a broader picture of the impact of PDC on teachers.

Table 6 provides descriptive information about the samples of classrooms and teachers for the subsample of teachers both interviewed and observed (n=174), and Table 7 provides descriptive information about the total sample of teachers interviewed (n=283). There were no significant differences on demographic characteristics between the sample of teachers interviewed and observed, and the sample of those interviewed only.

Table 6 indicates that almost all sites have only one teacher per classroom, but that the number of aides per class ranges from an average of less than one-fourth of an aide per class in Connecticut to more than one aide per class in California. Six sites have other adults as resources in the classroom in addition to teachers and aides.

Most sites had between 22 and 27 children per classroom, although Georgia had only 19.

Table 7 reveals that the ethnic distribution of the total sample of teachers interviewed varies markedly by site. Hispanic teachers are concentrated primarily in California, Colorado and Texas; Asian teachers are found only in Michigan, Utah and Washington; and black teachers are present mainly in Florida, Maryland and Michigan. There are no black teachers in the three sites with a sizable proportion of Hispanic teachers, none in Georgia, and very few in Iowa and Utah.

Table 6

Teachers Both Interviewed and Observed (N=174): Distribution by Group and Site; Classroom Characteristics; Teacher Characteristics

Site		N	Teachers/ Classroom	Aides/ Classroom	Other Adults/ Classroom	Children/ Classroom	Grade					
							% HS	% KDG	% G1	% G2	% G3	% Multi-Graded
CALIFORNIA	PDC	2	1.00	1.00	0	26.50	0	0	50	0	0	50
	Comp	5	1.00	1.60	0	26.20	0	0	100	0	0	0
COLORADO	PDC	6	1.00	0.83	0	26.83	0	17	33	0	0	50
	Comp	7	1.00	0	0	23.86	0	0	71	0	0	29
CONNECTICUT	PDC	9	1.11	0.22	0.11	22.33	0	10	60	0	0	30
	Comp	10	1.00	0.20	0	22.20	0	22	67	0	0	11
FLORIDA	PDC	14	1.00	0.86	0.21	24.64	0	14	86	0	0	0
	Comp	9	1.00	0.78	0	24.00	0	22	78	0	0	0
GEORGIA[a]	PDC	6	1.00	1.00	0	19.33	0	33	67	0	0	0
IOWA	PDC	5	1.00	0.20	0.20	25.40	0	20	80	0	0	0
	Comp	13	1.08	0.46	0.54	22.77	0	0	92	0	0	8
MARYLAND	PDC	4	1.00	1.50	0	25.50	0	0	100	0	0	0
	Comp	6	1.00	1.00	0	26.50	0	0	50	0	0	50
MICHIGAN	PDC	4	1.00	1.00	0	28.00	0	25	0	0	0	75
	Comp	20	1.00	0.50	0	26.60	0	0	90	0	0	10
TEXAS	PDC	8	1.00	1.25	0.38	29.00	0	13	50	0	0	37
	Comp	9	1.00	0	0.22	22.67	0	0	100	0	0	0
UTAH	PDC	9	1.00	1.22	0.44	24.00	0	11	78	0	0	11
	Comp	14	1.00	0.79	0.50	25.14	0	0	100	0	0	0
WASHINGTON	PDC	4	1.00	1.00	0	27.75	0	25	75	0	0	0
	Comp	10	1.00	0.80	0.30	22.70	0	20	80	0	0	0
TOTALS BY GROUP	PDC	71	1.01	0.90	0.17	25.02	0	15	65	0	0	19
	Comp	103	1.01	0.56	0.18	24.33	0	6	85	0	0	9
TOTALS, ALL GROUPS COMBINED		174	1.01	0.70	0.18	24.61	0	10	77	0	0	13

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[a] There is no comparison group at the Georgia site.

(continued)

Table 6
(continued)

Site		N	Sex of Teacher		Ethnicity of Teacher				
			% Male	% Female	% Hispanic	% Amer. Indian	% Asian/ Pac. Isl.	% Black	% White
CALIFORNIA	PDC	2	50	50	0	0	0	0	100
	Comp	5	0	100	33.3	0	0	0	66.7
COLORADO	PDC	6	0	100	33.3	0	0	10.0	66.7
	Comp	7	14	86	14.3	0	0	0	85.7
CONNECTICUT	PDC	9	0	100	10.0	0	0	10.0	80.0
	Comp	10	0	100	11.1	0	0	0	88.9
FLORIDA	PDC	14	0	100	7.7	0	0	38.5	53.8
	Comp	9	0	100	0	0	0	28.6	71.4
GEORGIA[a]	PDC	6	0	100	0	0	0	0	100
IOWA	PDC	5	0	100	0	0	0	0	100
	Comp	13	0	100	7.7	0	0	15.4	76.9
MARYLAND	PDC	4	0	100	0	0	0	25.0	75.0
	Comp	6	0	100	0	0	0	50.0	50.0
MICHIGAN	PDC	4	0	100	0	0	0	25.0	75.0
	Comp	20	10	90	5.0	0	5.0	40.0	50.0
TEXAS	PDC	8	25	75	100	0	0	0	0
	Comp	9	11	89	88.9	0	0	0	11.1
UTAH	PDC	9	0	100	0	0	25.0	0	75.0
	Comp	14	7	93	0	0	0	0	100
WASHINGTON	PDC	4	0	100	0	0	0	50.0	50.0
	Comp	10	0	100	0	0	0	20.0	80.0
TOTALS BY GROUP	PDC	71	4	96	17.1	0	2.9	14.3	65.7
	Comp	103	5	95	13.3	0	1.0	17.3	68.4
TOTALS, ALL GROUPS COMBINED		174	5	95	14.9	0	1.8	16.1	67.3

[a] There is no comparison group at the Georgia site.

Table 6
(continued)

Site		N	Years of Teaching Experience	Years of Teaching Experience at Current School	% of Teachers Who Taught in Special Programs	Reason for Teaching in School[b]			
						% Assigned	% Asked	% Recruited/ Invited	% Other
CALIFORNIA	PDC	2	11.50	3.00	50	100	0	0	0
	Comp	5	11.20	6.80	80	20	40	40	0
COLORADO	PDC	6	7.17	6.17	33	33	0	67	0
	Comp	7	12.86	8.57	43	43	14	43	0
CONNECTICUT	PDC	9	14.00	8.78	10	40	20	20	20
	Comp	10	16.67	10.44	33	44	22	33	0
FLORIDA	PDC	14	11.57	7.14	14	29	36	21	14
	Comp	9	12.56	7.56	33	56	44	0	0
GEORGIA[a]	PDC	6	9.00	4.17	17	67	33	0	0
IOWA	PDC	5	15.00	8.20	60	20	20	60	0
	Comp	13	12.85	6.85	62	62	23	15	0
MARYLAND	PDC	4	9.00	1.75	50	75	25	0	0
	Comp	6	16.67	4.17	100	17	0	67	17
MICHIGAN	PDC	4	9.25	7.00	25	25	25	50	0
	Comp	20	13.65	7.84	35	60	10	25	5
TEXAS	PDC	8	6.63	2.63	38	63	0	25	13
	Comp	9	6.13	4.88	11	67	22	11	0
UTAH	PDC	9	7.44	3.67	67	56	22	22	0
	Comp	14	7.07	2.71	71	36	36	14	14
WASHINGTON	PDC	4	13.75	10.25	100	25	0	50	25
	Comp	10	12.50	9.20	70	50	10	20	20
TOTALS BY GROUP	PDC	71	10.34	5.89	36	44	19	28	6
	Comp	103	12.10	6.88	51	49	22	22	8
TOTALS, ALL GROUPS COMBINED		174	11.37	6.47	45	47	21	24	7

[a] There is no comparison group at the Georgia site.

[b] Percentages across columns for a given row may not add to 100% because of errors induced by rounding.

Table 6
(continued)

Site		N	Highest Degree Type[b]									Nature of Child Development Training[c]						
												% Undergrad Classes						
			CDA	High School	Credit Toward College Degree	College Degree	Credit Toward Master's Degree	Master's Degree	Credit Toward Doctorate	Other	% With Child Development Theory Training	Undergrad Major	A Few Classes	% Grad Classes	% Inservice	% Summer Workshops	% CDA Training	% Other
CALIFORNIA	PDC	2	0	0	0	50	0	0	0	50	50	0	100	0	0	0	0	0
	Comp	5	0	0	0	40	60	0	0	0	60	0	50	75	0	0	0	25
COLORADO	PDC	6	0	0	0	16	50	0	33	0	100	0	83	50	17	33	0	0
	Comp	7	0	0	0	0	71	14	14	0	100	0	100	43	0	0	0	0
CONNECTICUT	PDC	9	0	0	0	30	10	50	10	0	90	0	78	44	22	11	0	11
	Comp	10	0	0	0	33	33	11	22	0	78	0	86	43	57	43	0	0
FLORIDA	PDC	14	0	0	0	57	14	14	7	7	86	17	50	58	33	8	0	0
	Comp	9	0	0	0	67	22	0	11	0	89	44	67	33	33	11	0	0
GEORGIA[a]	PDC	6	0	0	0	33	33	33	0	0	100	0	83	67	50	33	0	0
IOWA	PDC	5	0	0	0	20	80	0	0	0	100	20	60	40	20	80	0	0
	Comp	13	0	0	0	8	77	15	0	0	92	0	92	33	8	17	0	0
MARYLAND	PDC	4	0	0	0	0	50	25	25	0	100	0	50	50	75	25	0	0
	Comp	6	0	0	0	17	17	0	67	0	100	17	67	50	33	33	17	0
MICHIGAN	PDC	4	0	0	0	0	25	50	25	0	100	0	100	50	50	50	0	0
	Comp	20	0	0	0	15	25	45	15	0	55	9	55	82	18	27	0	0
TEXAS	PDC	8	0	0	0	25	50	13	13	0	88	0	86	29	71	14	0	0
	Comp	9	0	0	0	11	56	22	11	0	89	0	63	63	50	38	0	0
UTAH	PDC	9	0	0	0	78	11	11	0	0	78	0	57	57	14	14	14	0
	Comp	14	0	0	0	43	21	29	0	7	100	7	50	43	36	14	0	7
WASHINGTON	PDC	4	0	0	0	50	0	0	25	25	100	0	50	75	25	50	0	0
	Comp	10	0	0	0	70	10	10	10	10	100	0	80	30	30	0	10	0
TOTALS BY GROUP	PDC	71	0	0	0	38	28	19	11	3	90	5	69	51	35	26	2	2
	Comp	103	0	0	0	29	37	20	13	1	84	8	71	48	27	18	2	2
TOTALS, ALL GROUPS COMBINED		174	0	0	0	33	33	20	12	2	87	7	70	49	31	22	2	2

[a] There is no comparison group at the Georgia site.

[b] Percentages across columns for a given row may not add to 100% because of errors induced by rounding.

[c] Percentages across columns may add to more than 100%.

Table 7

All Teachers Interviewed (N=283): Distribution by Group and Site; Teacher Characteristics

Site		N	Sex of Teacher		Ethnicity of Teacher[b]					Grade of Teachers Interviewed					
			% Male	% Female	% HIS	% IN	% AS	% BL	% WH	% HS	% KDG	% G1	% G2	% G3	% Multi-Graded
CALIFORNIA	PDC	3	33	67	33.3	0	0	0	66.7	33	0	33	0	0	33
	Comp	9	0	100	42.9	0	0	0	57.1	11	11	56	11	11	0
COLORADO	PDC	12	0	100	41.7	0	0	0	58.3	17	17	17	8	17	25
	Comp	16	6	94	37.5	0	0	0	62.5	6	13	44	13	13	13
CONNECTICUT	PDC	20	0	100	5.0	0	0	15.0	80.0	10	15	30	15	15	15
	Comp	20	0	100	10.0	0	0	5.0	85.0	0	25	40	15	15	5
FLORIDA	PDC	18	0	100	5.9	0	0	52.9	41.2	22	11	67	0	0	0
	Comp	17	0	100	0	0	0	28.6	71.4	0	26	59	6	12	0
GEORGIA[a]	PDC	9	0	100	0	0	0	0	100	11	22	44	11	11	0
IOWA	PDC	8	0	100	0	0	0	0	100	13	12	50	13	12	0
	Comp	16	0	100	6.3	0	0	12.5	81.2	0	6	75	6	6	6
MARYLAND	PDC	8	0	100	0	0	0	37.5	62.5	13	12	50	12	13	0
	Comp	9	0	100	0	0	0	44.4	55.6	11	11	33	0	11	33
MICHIGAN	PDC	8	0	100	0	0	0	62.5	37.5	13	25	0	0	0	63
	Comp	24	8	92	4.2	0	4.2	37.5	54.1	4	4	75	4	4	8
TEXAS	PDC	11	18	82	81.8	0	0	0	18.2	9	9	46	0	9	27
	Comp	12	17	83	83.3	0	0	0	16.7	8	8	75	0	8	0
UTAH	PDC	18	0	100	5.9	0	17.6	5.9	70.6	6	17	39	17	17	6
	Comp	23	4	96	0	0	0	0	100	0	13	61	13	13	0
WASHINGTON	PDC	8	0	100	0	0	12.5	25.0	62.5	13	25	38	12	13	0
	Comp	14	7	93	0	0	0	14.3	85.7	7	21	57	7	7	0
TOTALS BY GROUP	PDC	123	2	98	15.3	0	3.4	19.5	61.8	13	15	39	9	11	13
	Comp	160	4	96	15.5	0	0.7	13.5	70.3	4	14	59	8	10	6
TOTALS, ALL GROUPS COMBINED		283	3	97	15.4	0	1.9	16.2	66.5	8	15	50	9	10	9

[a] There is no comparison group at the Georgia site.

[b] HIS=Hispanic; IN=American Indian; AS=Asian/Pacific Islander; BL=Black; WH=White.

(continued)

Table 7
(continued)

Site		N	Years of Teaching Experience	Years of Teaching Experience at Current School	% of Teachers Who Taught in Special Programs	Reason for Teaching in School[b]			
						% Assigned	% Asked	% Recruited/ Invited	% Other
CALIFORNIA	PDC	3	9.00	3.33	33	67	0	33	0
	Comp	9	12.56	6.00	44	11	33	33	22
COLORADO	PDC	12	8.55	6.81	33	50	8	42	0
	Comp	16	10.63	6.06	19	63	12	25	0
CONNECTICUT	PDC	20	13.15	5.84	15	45	25	15	15
	Comp	20	20.65	13.60	25	55	25	20	0
FLORIDA	PDC	18	10.39	6.33	17	22	44	17	17
	Comp	17	13.59	6.59	24	59	41	0	0
GEORGIA[a]	PDC	9	8.78	4.11	22	67	33	0	0
IOWA	PDC	8	14.63	7.50	50	25	13	63	0
	Comp	16	13.40	7.13	56	63	19	19	0
MARYLAND	PDC	8	10.50	4.38	63	63	25	13	0
	Comp	9	15.33	4.44	89	33	0	56	11
MICHIGAN	PDC	8	9.38	5.50	25	50	13	38	0
	Comp	24	13.54	7.39	29	63	13	21	4
TEXAS	PDC	11	5.91	2.81	36	64	0	27	9
	Comp	12	7.09	4.73	17	67	17	17	0
UTAH	PDC	18	10.72	4.59	61	44	22	33	0
	Comp	23	11.17	5.22	65	30	35	22	13
WASHINGTON	PDC	8	11.75	7.88	75	25	0	38	38
	Comp	14	12.00	8.29	79	50	14	21	14
TOTALS BY GROUP	PDC	123	10.48	5.48	37	46	21	28	6
	Comp	160	13.25	7.26	43	51	22	21	6
TOTALS, ALL GROUPS COMBINED		283	12.04	6.49	40	49	21	24	6

[a] There is no comparison group at the Georgia site.

[b] Percentages across columns for a given row may not add to 100% because of errors induced by rounding.

Table 7
(continued)

Site		N	Highest Degree Type[b]									Nature of Child Development Training[c]						
												% Undergrad Classes						
			CDA	High School	Credit Toward College Degree	College Degree	Credit Toward Master's Degree	Master's Degree	Credit Toward Doctorate	Other	% With Child Development Theory Training	Undergrad Major	A Few Classes	% Grad Classes	% Inservice	% Summer Workshops	% CDA Training	% Other
CALIFORNIA	PDC	3	0	0	0	67	0	0	0	33	67	50	100	0	50	50	50	0
	Comp	9	0	0	11	44	33	0	11	0	56	0	50	67	17	0	0	17
COLORADO	PDC	12	8	0	0	25	42	8	17	0	100	0	92	33	25	17	0	0
	Comp	16	0	0	6	0	63	19	13	0	94	0	87	47	13	7	0	7
CONNECTICUT	PDC	20	0	0	0	30	20	40	10	0	80	6	81	56	25	19	6	6
	Comp	20	0	0	0	30	35	15	20	0	85	0	71	59	41	35	0	0
FLORIDA	PDC	18	0	11	11	44	11	11	6	0	89	19	44	44	31	6	13	6
	Comp	17	0	0	0	53	29	6	6	6	77	36	57	43	36	21	0	0
GEORGIA[a]	PDC	9	0	0	0	25	38	38	0	0	100	0	67	56	56	33	0	0
IOWA	PDC	8	0	0	0	25	75	0	0	0	100	13	75	25	13	75	0	13
	Comp	16	0	0	0	19	63	19	0	0	94	0	73	33	13	33	0	0
MARYLAND	PDC	8	0	0	0	0	25	38	38	0	100	13	63	63	75	38	0	0
	Comp	9	0	0	0	22	33	0	44	0	89	13	75	50	25	25	13	0
MICHIGAN	PDC	8	0	0	0	0	50	25	25	0	100	0	100	50	25	25	0	0
	Comp	24	0	0	0	21	21	42	17	0	63	13	67	80	33	27	0	0
TEXAS	PDC	11	0	0	0	27	46	18	9	0	91	10	80	40	70	20	0	0
	Comp	12	0	0	0	17	50	17	17	0	83	0	70	60	50	40	0	0
UTAH	PDC	18	0	0	0	72	17	6	6	0	83	7	53	60	33	33	7	0
	Comp	23	0	0	0	48	26	22	0	4	96	5	63	36	41	18	0	5
WASHINGTON	PDC	8	0	0	0	75	0	0	13	13	100	0	63	50	50	50	0	0
	Comp	14	0	0	0	57	21	14	7	0	100	0	64	50	43	14	7	14
TOTALS BY GROUP	PDC	123	1	2	2	37	28	18	11	2	91	8	71	47	38	29	5	3
	Comp	160	0	0	1	31	36	18	12	1	84	7	68	51	32	23	2	4
TOTALS, ALL GROUPS COMBINED		283	0	1	1	34	33	18	11	1	87	7	69	49	35	25	3	3

[a] There is no comparison group at the Georgia site.

[b] Percentages across columns for a given row may not add to 100% because of errors induced by rounding.

[c] Percentages across columns may add to more than 100%.

The average number of years of teaching experience of those interviewed and observed is quite high, about 12 years, and the number of years of teaching experience at their current school is also substantial, about six and one-half years. Connecticut teachers have amassed the largest number of years in both categories, and Texas the fewest. Overall, 40% of the sample teachers have experience in special programs. In four sites (Iowa, Maryland, Utah and Washington), more than half the teachers have such experience.

The percentage of teachers who were assigned involuntarily to their schools ranged from about one-third in two sites, California and Utah, to about two-thirds in Texas. Overall, about half of the teachers were assigned and about half either requested assignment to their school, were recruited or invited there, or (infrequently) arrived in some undetermined way.

Table 8 focuses on the educational background of the teacher sample and shows that all but four teachers have college degrees, and that almost two-thirds have earned credits beyond the baccalaureate. Maryland and Michigan have the largest percentage of teachers with Master's Degrees as well as those with credits toward a doctorate.

A very large percentage (87%) of the sample teachers have been trained in child development theory. The range of this training varies from a low of 58% in California to 100% in Georgia and Washington. Very few teachers have actually majored in child development, but over two-thirds took undergraduate courses, and over one-third received inservice training in this area.

Comparability of PDC and Comparison Teachers

Although there are some slight differences between PDC and comparison teachers on demographic characteristics, overall there are no significant differences. Variables such as sex, ethnicity, number of years teaching, number of years at the present school, percentage of teachers with experience in special programs, way of being assigned to the current school, educational level, percentage with training in child development theory, and nature of such training all show no significant differences between PDC and comparison teachers.

Analytic Procedures for the Teacher Interview

The analyses of the Teacher Interview involved several steps. The first step was an item-level comparison of PDC and comparison teachers' responses. Tables C1 to C6 of Appendix C provide both a descriptive summary and group responses to each item. The second step was a factor-analytic study of the Global Ratings (cf. Appendix E). The third step was

Table 8

Descriptive Information on Summary Variables

Summary Variable	N	Range of Scores	Mean	Standard Deviation	Median
Parent activities in the classroom.	277	1.00 to 3.00	1.91	.70	1.91
Attitude toward parent involvement.	281	1.00 to 2.00	1.57	.50	1.62
Change in involvement with the associated school or center.	131	-3.00 to 3.00	0.91	1.44	0.90
Job satisfaction.	283	1.00 to 4.00	1.39	.90	1.19
Community resources.	283	2.00 to 4.00	2.84	.74	2.82
Program adaptation to individual children (factor 1).	280	1.00 to 3.00	1.86	.92	1.51
Structure and differentiation of activities in language and math (factor 2).	280	1.00 to 4.00	1.61	.88	1.27
Efforts to involve parents in the home (factor 3).	280	1.00 to 4.00	1.81	.90	1.59
Individualization of activities in language and math (factor 4).	279	1.00 to 4.00	2.24	1.23	1.95

to create summary variables from individual items and from the four factors (cf. Appendix E). These composite variables are composed of items which are similar conceptually and either show significant group differences or reflect outcomes that are educationally significant. The fourth step involved an examination of the relationship of background variables with both the summary variables and with single-item variables which show significant group differences. Finally, the analyses of the Teacher Interview examined the interaction between the background variables and the variables which reveal significant group differences.

The procedures involved in the factor analysis of the Global Ratings and in the creation of the summary variables are described in detail in Appendix E.

Description of the Summary Variables

As noted above, two types of summary variables were created, those in which the individual items were both conceptually similar and showed significant group differences, and those in which the items were conceptually similar and reflected domains of educational interest, but did not show significant group differences. Analyses of main effects and interactions with treatment of these higher-order variables seem both more interesting and more efficient than analyses of the items individually. The overall concept of each of these summary variables is described below as well as the individual items from the Teacher Interview which contributed to the variable. The first four variables described comprise items which show significant group differences.

Parent activities in the classroom. Teachers who reported the occurrence of two valued but traditionally infrequent types of parent behaviors in the classroom, together with a less frequent occurrence of parents attending routine parent conferences, received a high score on this summary variable. The three items in the Teacher Interview that formed this variable (14e, k, l) ask about the number of parents who helped the teacher plan curriculum for children other than their own, the number who attended routine parent conferences, and the number who helped by working with children.

Attitude toward more parent involvement. This summary variable refers to teachers' perceptions of the advantages or disadvantages of more parent involvement in their school. A low score reflects a negative attitude toward increased parent involvement. The variable is made up of three responses to open-ended questions asking about perceived advantages and perceived disadvantages of more parent involvement (19a-i; 18a-g). The first response included was simply no advantages mentioned. The second was the advantage that parents can do more for their child at home, and the third was the disadvantage that unfamiliar adults would disrupt the classroom.

Change in involvement with the associated school or center. This summary variable refers to change in knowledge of and in involvement with the associated elementary school or Head Start center for PDC teachers, or a nearby school or center for comparison teachers. A higher rating reflects greater perceived change. It comprises two ratings, 26j and m.

Job satisfaction. This composite variable refers to indirect indicators of satisfaction with one's job, such as whether one wanted to teach in the same building the following year, and to extrinsic job satisfaction factors such as location and colleagues. Items were scored either positively or negatively. Parts of four items on the Interview (28c and i, 29, and 30f) were summed to generate a composite variable reflecting teachers' attitudes toward their job situation.

Community resources. This composite variable refers to the effective use of community resources in the classroom. Two items assessed this, 9h and 9i. In the first, teachers were asked how often they used people or materials from the community in their classroom, and in the second they were asked how often they discussed in class the roles and services provided by various people in the community. A higher score reflects greater frequency.

Factor 1: Program adaptation to individual children. This composite variable reflects the degree of specificity of the teacher's knowledge of individual children's strengths and weaknesses, including affective needs, and her adjustment of instruction to accommodate to those strengths and weaknesses. (A low rating [1 or 2] means a teacher had very detailed knowledge of individual children, and a high rating [4 or 5] indicates a superficial knowledge.) The factor is composed of Global Ratings 9 through 14.

Factor 2: Structuring and differentiation of activities in language and math. This variable refers both to the amount that children participate in planning their own language arts and math activities, and to the number of different language arts and math activities that they engage in, whether planned by them or the teacher. A low rating reflects no child participation in planning and little differentiation of activities. The factor is made up of four Global Ratings: 2, 3, 6, and 7.

Factor 3: Efforts to involve parents and the home. This factor concerns teachers' efforts to involve parents in the classroom and to coordinate home and school experiences. A low rating for this factor indicates a heavy emphasis on parent involvement. The factor is composed of three Global Ratings: 17, 20 and 21.

Factor 4: Individualization of activities in language and math. This factor refers to the amount of time the teacher works with individual children, small groups, or the class as a whole during language arts and math instruction. A low rating means little individualized attention. The factor comprises two Global Ratings: 4 and 8.

Table 8 presents descriptive information on each of the summary variables.

Findings from the Teacher Interview

The responses from the 283 teachers in eleven PDC sites across the country in spring 1979 revealed some interesting things about teachers in general.

Less than half of all teachers visited the homes of children in their classes, but almost three-quarters reported that a majority of parents had visited the classroom at least once. Not surprisingly, most parents came to discuss their own child's progress. Teachers reported that more changes had come about in their materials or methods for teaching language arts or math than in any other area, including changes in their teaching philosophy, materials or methods for other subjects, room arrangement, purposes of home visits, or what parents do in the classroom. Interaction with teachers in other buildings and frequency of home visits seem to have undergone the least change overall in the last five years. Most teachers seem content to remain in the same building, and interestingly, more mention their colleagues as their reason for staying than any other reason. The center director or school principal is the reason most frequently given for not wanting to remain in a building.

The Global Ratings vary between those items on which most teachers were rated similarly and those that resulted in a wide range in ratings. For instance, the ratings dealing with the degree of teacher-imposed structure on language arts and math activities (2 and 6) cluster at the teacher-structure end of the continuum. Evidently very few teachers allowed children to participate in planning these activities (only 1%). On the other hand, the parent involvement ratings are fairly evenly distributed across all points of the continuum, with slightly more teachers rated as making an effort to involve parents than not making an effort.

Analytic Procedures for the Classroom Observation System

Preliminary analyses. The Classroom Observation System comprises three component instruments:

- The *Classroom Environment Observation (CEO)* which provides detailed information about the classroom as a physical environment,

- The *Classroom Activities Record (CAR)* which documents the range and sequence of activities in the classroom over the course of one entire day,

- The Focused Observations (FO) which provide information about the quality of interactions between teachers and children.

To this point we have restricted analyses to the Global Ratings associated with each of the three component instruments. No further analyses will be done on the CEO or the FO, but the CAR has generated a total of 8,075 detailed five-minute observations on 175 classrooms which will be analyzed. Reduction of these data has not yet progressed sufficiently to provide a workable basis for contrasting PDC with comparison classrooms.

Each Global Rating consists of a five-point scale for which the low and high ends are defined in terms of descriptive statements. Thus, ratings of 1 and 5 can be directly interpreted by reference to the descriptive statements. Operational definitions for many of the intermediate ratings were also provided to staff during training. For example, for the Global Rating: "variety of activities," a 2, 3 or 4 means a specific number of activities. This procedure was not possible for all of the ratings, however, and for these the meanings of the 2's, 3's, and 4's must be more inferential. Tables D-1 through D-3 report response frequencies across all observers and classrooms for the Global Ratings associated with each instrument.

Description of the summary variables. A total of 92 Global Ratings per classroom was generated by the three instruments. Nine summary variables were then derived from the Global Ratings by averaging specific item scores. Item sets were established on a priori conceptual grounds rather than by factor analysis. Three of the composite variables (Intellectual Stimulation, Classroom Management, and Classroom Climate-FO) reflect the dimensions observed during the Focused Observations; four (Individualization in Language Arts, Individualization in Mathematics, Receptivity to Parents, and Classroom Climate-CAR) summarize ratings from the Classroom Activities Record; while two (Children's Classroom Behavior and Fostering Home-School Continuity) group ratings from both the Focused Observations and Classroom Activities Record instruments. Descriptive statistics for these variables are presented in Table 9. The twelve Global Ratings from the Classroom Environment Observation instrument were not reduced to a smaller number of composites.

Table 9

Descriptive Information for Nine Summary Variables Based on the Global Ratings Generated by the Classroom Observation System

Variable	Component Global Ratings*	Approximate Interpretation	N	Range	Mean	Standard Deviation	Median
1. Intellectual Stimulation	FO: 1-6	Low values correspond to greater attempts to stimulate intellectual effort.	171	1.17-5.00	3.24	0.96	3.42
2. Classroom Management	FO: 7-17	Low values correspond to more reasoned, effective management approaches.	171	1.00-4.45	1.81	0.76	1.63
3. Classroom Climate-FO	FO: 18-34	Low values correspond to a warmer, more favorable climate for interaction.	171	1.00-4.64	2.48	0.74	2.37
4. Individualization-Language Arts	CAR: 1-4	Low values correspond to more structured materials and strategies.	172	1.00-5.00	2.29	0.77	2.33
5. Individualization-Mathematics	CAR: 5-9	Low values correspond to more structured materials and strategies.	173	1.00-4.00	2.11	0.57	2.12
6. Classroom Climate-CAR	CAR: 10, 16,18,19, 21-23,27, 29-31,33-35,39-42	Low values correspond to a warmer, more favorable climate for interaction.	172	1.12-4.14	2.45	0.62	2.40
7. Receptivity to Parents	CAR: 29-30	Low values correspond to more receptive atmosphere.	41	1.00-5.00	2.55	1.82	1.67

*FO=Focused Observation; CAR=Classroom Activities Record

Table 9
(continued)

Variable	Component Global Ratings*	Approximate Interpretation	N	Range	Mean	Standard Deviation	Median
8. Children's Classroom Behavior	CAR: 10, 28,30,41, 42 FO: 13, 15,16,19, 20	Low values correspond to more cooperative interactive behavior by children.	174	1.00-3.62	1.80	0.61	1.78
9. Fostering Home-School Continuity	CAR: 29, 30 FO: 25	Low values correspond to efforts to receive parents well, coordinate home-school experiences.	172	1.00-5.00	3.20	1.43	3.27

*FO=Focused Observation; CAR=Classroom Activities Record

V

EXAMINATION OF PROGRAM IMPACTS ON TEACHERS

As stated in the introductory chapter, the major goal of the PDC program is to provide children with a continuous individualized educational experience by establishing mechanisms that provide for communication and mutual decision-making among Head Start and elementary school teachers, administrators, and parents. Thus, PDC teachers both within and across grades and across institutions were to develop a continuous, coordinated educational experience for each individual student through increased formal interaction with other teachers on such things as curriculum committees and through informal interaction such as visiting each other's classrooms. Moreover, PDC teachers were to involve parents in significant roles in the classroom and administrators were also to involve parents on planning committees. As a result of these program goals, the Teacher Interview was designed to tap teacher perceptions of three major areas: degree of curriculum adaptation to individual children, teacher involvement and planning with other teachers, and parent involvement in the classroom.

This chapter will focus on three analytic questions concerned with these major areas:

- What is the impact of the PDC program on teachers? That is, are there significant differences between PDC and comparison teachers especially in the major areas of concern--individualization of approach, teacher planning with other teachers, and parent involvement?
- Regardless of treatment impacts, what independent variables might also influence teacher outcomes?
- What effect do these independent variables have on program impacts?

PDC Impact on Teachers

Item-Level Response Comparisons

Program impacts on teachers will be discussed at the level of individual interview items and at the summary-variable level. There are 19 individual items and six Global Ratings that show significant differences between PDC teachers and comparison teachers. The majority of these items concern various aspects of parent involvement. Table 10 summarizes these item-level differences in the order in which they appear in the actual Teacher Interview. The narrative that follows discusses each one in turn.

Table 10

Teacher Interview Items Showing Significant Differences Between PDC and Comparison Teachers

Item No.	Teacher Interview Item	Response Distribution				p^a
		PDC		Comparison		
		N	%	*N*	%	
9a.	Level of teacher involvement in curriculum committees at school/center:					
	1=never	*21*	17.1	*34*	21.3	.0034
	2=once/year	*15*	12.2	*47*	29.3	(P>C)
	3=every other month	*16*	13.0	*19*	11.9	
	4=monthly	*27*	22.0	*19*	11.9	
	5=2-3 times/month	*14*	11.4	*17*	10.6	
	6=weekly	*30*	24.3	*24*	15.0	
14.	Percent of parents who did the following when they visited or worked in the classroom:					
e.	Helped plan curriculum for other children:					
	1=none	*98*	79.7	*146*	93.0	.0009
	2=some parents	*25*	20.3	*11*	7.0	(P>C)
	3=most parents	*0*	0	*0*	0	
k.	Attended routine parent conferences:					
	1=none	*7*	5.7	*7*	4.5	.0462
	2=some parents	*30*	24.4	*21*	13.4	(C>P)
	3=most parents	*86*	69.9	*129*	82.1	
l.	Worked with children:					
	1=none	*36*	29.5	*75*	48.3	.0042
	2=some parents	*71*	58.2	*70*	45.2	(P>C)
	3=most parents	*15*	12.3	*10*	6.5	
17.	Advantages of parent involvement in school/class:					
a.	None	*2*	1.6	*10*	6.3	.0467 (C>P)
g.	Parents can do more at home with their child	*86*	69.9	*89*	56.3	.0133 (P>C)

[a] Probability by chi-square or Fisher's exact test.

Note: Item numbers correspond to the numbers on the spring 1979 Teacher Interview.

(continued)

Table 10
(continued)

Item No.	Teacher Interview Item	Response Distribution				p[a]
		PDC		Comparison		
		N	%	*N*	%	
18.	Disadvantages of parent involvement in school/class:					
e.	Unfamiliar adults disrupt the class	*18*	14.8	*47*	29.7	.0022 (C>P)
26.	Teacher perception of changes since 1975. Have there been changes in the following:					
f.	What parents do in the classroom?					
	1=no change	*43*	37.7	*75*	52.4	.0152
	2=little change	*26*	22.8	*37*	25.9	(P>C report
	3=moderate change	*28*	24.6	*17*	11.9	"greater
	4=major change	*17*	14.9	*14*	9.8	change")
h.	The number of parent visits to the classroom?					
	1=no change	*25*	20.7	*61*	38.8	.0110
	2=little change	*35*	28.8	*40*	25.5	(P>C report
	3=moderate change	*40*	33.1	*37*	23.6	"greater
	4=major change	*21*	17.4	*19*	12.1	change")
j.	Change in your knowledge of what goes on at the Head Start center or elementary school associated with your school/center?					
	1=no change	*53*	45.3	*92*	65.7	.0106
	2=little change	*37*	31.6	*27*	19.3	(P>C report
	3=moderate change	*14*	12.0	*9*	6.4	"more know-
	4=major change	*13*	11.1	*12*	8.6	ledge")
	5=direction of change is less	*9*	13.2	*18*	32.7	
	6=direction of change is more	*59*	86.8	*37*	67.3	
l.	Amount of planning you do with teachers at your school/center?					
	1=no change	*31*	26.1	*51*	32.3	.0133
	2=little change	*30*	25.2	*37*	23.4	(C>P report
	3=moderate change	*49*	41.1	*42*	26.6	"no change"
	4=major change	*9*	7.6	*28*	17.7	and "major change")

[a] Probability by chi-square or Fisher's exact test.

Table 10
(continued)

Item No.	Teacher Interview Item	PDC N	PDC %	Comparison N	Comparison %	p[a]
26m.	Amount of planning you do with teachers at associated school/center?					
	1=direction of change is less	12	32.4	16	57.1	.0409
	2=direction of change is more	25	67.6	12	42.9	(P report "more planning" and C report "less planning")
q.	Type and amounts of interaction between you and building administrators?					
	1=no change	36	30.3	63	39.6	.0106
	2=little change	43	36.1	31	19.5	(C>P report "no change" and "moderate change")
	3=moderate change	19	16.0	39	24.5	
	4=major change	21	17.6	26	16.4	
28.	Reasons for choosing to stay at this school/center next year:					
c.	Other teachers	61	49.6	105	65.6	.0246 (C>P)
i.	The children	40	32.5	71	44.4	.0009 (C>P)
28.	Reasons for choosing to leave this school/center next year:					
i.	The children	13	10.6	2	1.3	.0009 (P>C)

[a] Probability by chi-square or Fisher's exact test.

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Table 10
(continued)

Item No.	Teacher Interview Item	Response Distribution PDC *N*	 %	 Comparison *N*	 %	p[a]
29.	Teacher advice to parent about enrolling child in this school/center next year:					
	1=definitely recommend this school/center	*56*	47.5	*88*	57.2	.0490 (C>P)
	2=probably recommend this school/center	*29*	24.6	*25*	16.2	
	3=probably recommend other school/center	*5*	4.2	*1*	0.6	
	4=definitely recommend other school/center	*3*	2.5	*1*	0.6	
	5=undecided	*25*	21.2	*39*	25.4	
30.	Reasons for advising parents to enroll child in other school/center:					
f.	Other children	*9*	7.4	*2*	1.3	.0353 (P>C)

[a] Probability by chi-square or Fisher's exact test.

Table 10
(continued)

			Global Ratings:					
			1	2	3	4	5	
2. Children's language arts activities are structured for them by the teacher or by materials (e.g., workbooks).	PDC	*N*	*78*	*17*	*10*	*11*	*4*	Children participate in planning their own language arts activities.
		%	65.0	14.2	8.3	9.2	3.3	
	Comp	*N*	*107*	*34*	*8*	*9*	*0*	
		%	67.7	21.5	5.1	5.7	0	
				(p=.0473)				
8. When children are learning math skills, the teacher works with the entire class as a group.	PDC	*N*	*32*	*8*	*46*	*23*	*9*	During these times the teacher works with individual children.
		%	27.1	6.8	39.0	19.5	7.6	
	Comp	*N*	*54*	*25*	*47*	*17*	*15*	
		%	34.2	15.8	29.7	10.8	9.5	
				(p=.0240)				
17. The teacher seemed to be making an effort to invite parents into the classroom.	PDC	*N*	*41*	*27*	*24*	*12*	*14*	The teacher seemed to make no effort to invite parents into the classroom.
		%	34.7	22.9	20.3	10.2	11.9	
	Comp	*N*	*34*	*38*	*15*	*30*	*36*	
		%	22.2	24.9	9.8	19.6	23.5	
				(p=.0014)				
18. The teacher involved parents in classroom activities.	PDC	*N*	*37*	*29*	*18*	*10*	*9*	Parents in the classroom did menial chores or just observed.
		%	35.9	28.2	17.5	9.7	8.7	
	Comp	*N*	*25*	*39*	*22*	*22*	*19*	
		%	19.7	30.7	17.3	17.3	15.0	
				(p=.0427)				

Table 10
(continued)

			Global Ratings:					
			1	2	3	4	5	
19. The teacher seemed to feel quite comfortable about having parents in the classroom.	PDC	*N*	*61*	*27*	*16*	*4*	*3*	The teacher seemed to feel quite uncomfortable about having parents in the classroom.
		%	55.0	24.3	14.4	3.6	2.7	
	Comp	*N*	*44*	*44*	*25*	*19*	*15*	
		%	29.9	29.9	17.0	12.9	10.3	
					(p=.0002)			
21. The teacher was very concerned about involving parents in the classroom and was doing her best to encourage it.	PDC	*N*	*36*	*31*	*28*	*9*	*16*	The teacher was not that concerned about involving parents in the classroom and therefore did not seem to be doing anything to encourage it.
		%	30.1	25.8	23.3	7.5	13.3	
	Comp	*N*	*28*	*31*	*34*	*32*	*30*	
		%	18.1	20.0	21.9	20.6	19.4	
					(p=.0058)			

The first item concerns level of teacher involvement in curriculum committees in their building and shows that PDC teachers did participate much more frequently than comparison teachers in such committees. Over 70% of PDC teachers reported attending curriculum committee meetings at least as often as every other month, while only 49% of comparison teachers attended that frequently. In fact, about 24% of PDC teachers reported weekly attendance, contrasted with 15% of comparison teachers.

The next group of items showing significant differences deals with the types of activities of parents in the classroom. Although there is no significant difference in the overall percentage reported of parents who visited PDC or comparison classrooms, there are significant differences in what they did once they got there. A surprising 20% of PDC teachers reported that "some" parents helped them plan curriculum for other children as opposed to only 7% of comparison teachers, and 58% of PDC teachers reported "some" parents worked with children, compared to only 45% of comparison teachers. Moreover, almost half of comparison teachers (48%) reported that no parents actually worked with children in the classroom, compared to only 30% of PDC teachers. On the other hand, 82% of comparison teachers reported "most" parents attended routine parent conferences contrasted with 70% of PDC teachers.

Three items dealing with teacher attitudes toward parent involvement are the next to show significant group differences. PDC teachers consistently exhibited more positive attitudes toward more parent involvement in the school than comparison teachers. PDC teachers were less apt to report "no advantages" of parent involvement (only 2% versus 6% of comparison teachers) and less apt to say that it disrupted the class to have unfamiliar adults present (15% versus 30% of comparison teachers). On the other hand, they were more apt to say an advantage of parent familiarity with the school was that parents can "do more for their child at home" (70% versus 56% of comparison teachers). It is important to note that these are not forced-choice responses, but rather responses to open-ended questions, which gives them perhaps somewhat more credibility.

Seven items concerning perceptions of change over the last five years reveal significant group differences, and five of these can be interpreted unambiguously. The first two items deal with change in parent involvement in the classroom and clearly favor PDC teachers. Over one-third of PDC teachers (40%) reported "moderate" or "major" change in what parents do in the classroom, as compared to 22% for comparison teachers. And 51% of the PDC teachers reported "moderate" or "major" change in the number of parent visits to the classroom, as compared to 36% of the comparison teachers. The direction-of-change probes following each of these items reveal that the vast majority of PDC teachers felt that the change in what parents do was for the better (88%) and that the number of parent visits was more than before (77%). (Comparison teachers' responses are in the same direction, but the difference is not significant.)

The three remaining items that can be interpreted unambiguously concern change in teacher's knowledge of what goes on in the school or Head Start center associated with the teacher's school or center, and change in amount of planning done with teachers from other school or center. PDC teachers reported both significantly more change in their knowledge of what goes on at the associated school (23% reported "moderate" or "major" change versus 15% for comparison teachers), and also reported significantly more change in a positive direction (87% report "more knowledge" rather than less, as opposed to 67% comparison teachers). More PDC teachers (68%) similarly report change in a positive direction in amount of planning with other teachers compared to only 43% of comparison teachers (the difference in actual amount of change is not significant for this item, only direction).

The remaining two perception-of-change items are more difficult to interpret. More comparison teachers than PDC teachers reported both "no change" and "major change" in "amount of planning with teachers in their own building" (32% of the comparison teachers versus 26% of the PDC teachers reported "no change," and 18% of the comparison teachers versus 8% of the PDC teachers reported "major change"). More comparison teachers also reported both "no change" and "moderate change" in "amount of interaction between teachers and administrators" (40% of the comparison teachers versus 30% of the PDC teachers reported "no change," and 25% of the comparison teachers versus 16% of the PDC teachers reported "moderate change"). These responses seem contradictory until the direction-of-change probe following both items is inspected. Although the group differences are not significant, comparison teachers report major or moderate changes in the direction of less planning and administrator interactions, while the PDC teachers report changes in the direction of more planning and interaction.

The next set of items concerns teacher attitudes toward their school or center. All five items seem to show comparison teachers as more positive toward their job situation than PDC teachers. For instance, 66% of comparison teachers (as opposed to 50% of PDC teachers) reported "other teachers" were a reason for choosing to stay in their school or center. Similarly, 44% of comparison teachers (versus 33% of PDC teachers) reported "children" were a reason to stay, while 11% of PDC teachers said "children" were a reason for choosing to leave (as compared to only 1% of comparison teachers). Moreover, more comparison teachers (57%) than PDC teachers (48%) would "definitely recommend" their school to prospective parents and were less likely to recommend another school (1% compared to 7%). Fewer comparison teachers (1%) than PDC teachers (7%) reported "children" as a reason for recommending another school to parents. The responses to this question were often qualified by the comment, "it depends upon the child," so that its interpretation as an indicator of teacher attitude toward school is not straightforward. Reasons for comparison teachers' apparently greater satisfaction with external aspects of their job situation are unclear at this time and merit closer attention in the next data collection.

The Global Ratings are the observer's assessment of the teacher's instructional approach from her responses to open-ended questions concerning her strategies for teaching two typical children. Essentially, the ratings are evaluations of self-report data. Six of the 19 ratings show significant group differences.

The first two Global Ratings concern instructional approach and indicate that PDC teachers made greater attempts at individualization than comparison teachers. The first item deals with teacher direction versus child choice in language arts activities. Although a majority of both groups is at the "teacher-structure" end of the continuum, more comparison teachers (89%) are there than PDC teachers (79%). More PDC teachers (13%) are at the "child-choice" end than comparison teachers (6%). Likewise, more PDC teachers (27%) were rated as working with individual children during math than comparison teachers (20%). More comparison teachers (50%) were rated as working with the entire class as a group than PDC teachers (34%). The middle rating for this item refers to "small groups," and PDC teachers (39%) were rated higher than comparison teachers (30%) in this category, too.

The other four Global Ratings concern teachers' efforts at involving parents in the classroom. PDC teachers were consistently rated higher than comparison teachers on these items. They were perceived as making greater efforts to invite parents into the classroom (57% versus 47%), as involving parents more in classroom activities (64% versus 50%), as feeling more comfortable about having parents in the classroom (79% versus 60%), and as being very concerned about involving parents in the classroom and doing their best to encourage such involvement (56% versus 38%). Comparison teachers were more often rated at the opposite end of the continua, e.g., as showing little effort at parent involvement.

Summary Variable Response Comparisons

Nine summary variables reflect significant group differences. These are summarized in Table 11 and discussed here.

The first summary variable deals with number of parents involved in three nontraditional classroom activities. More than twice as many PDC teachers (30%) as comparison teachers (13%) reported that "most" of their parents were involved in these activities. The activities include working with children and helping the teacher plan curriculum for other children.

The second variable summarizes significant items reflecting attitude toward more parent involvement in the classroom. Many more PDC teachers (59%) than comparison teachers (38%) articulated positive attitudes toward more parent involvement.

Table 11

Group Comparisons of Teacher Interview Outcome Variables[a]

	Response Distribution				
	PDC		Comparison		
Outcome Summary Variables	*N*	%	*N*	%	p[b]
1. Number of classroom parents involved in three specific school/class activities:					
1=none	*20*	16.4	*61*	39.4	.0000
2=some parents	*66*	54.1	*74*	47.7	
3=most parents	*36*	29.5	*20*	12.9	
2. Attitude toward more parent involvement in school/class:					
1=negative attitude toward parent involvement	*50*	41.0	*95*	62.1	.0003
2=positive attitude toward parent involvement	*72*	59.0	*58*	37.9	
3. Change in knowledge of associated school/center activities and amount of planning with staff at associated school/center:					
1=little or no change	*78*	72.2	*107*	79.9	n.s.
2=moderate change	*18*	16.7	*22*	16.4	
3=major change	*12*	11.1	*5*	3.7	
4. Attitude toward job situation:					
1=only mentioned positive aspects of job	*91*	74.0	*141*	88.1	.0024
2=only mentioned negative aspects of job	*7*	5.7	*4*	2.5	
3=mentioned both positive and negative aspects	*16*	13.0	*4*	2.5	
4=undecided or neutral	*9*	7.3	*11*	6.9	
5. Use of community resources:					
1=seldom	*40*	32.5	*63*	39.4	.0324
2=sometimes	*49*	39.8	*73*	45.6	
3=often	*34*	27.6	*24*	15.0	

[a] Description of the summary variables can be found in Appendix E.

[b] Probability by chi-square or Fisher's exact test.

(continued)

Table 11
(continued)

	Response Distribution				
	PDC		Comparison		
Outcome Summary Variables	*N*	%	*N*	%	p[a]
6. Factor 1, program adaptation to individual children:					
1=teacher individualized instruction for each child by having specific information on each child	*63*	51.6	*77*	48.7	n.s.
2=teacher's records and knowledge of how individual children are performing are superficial	*16*	13.1	*24*	15.2	
3=teacher keeps specific information in some areas and superficial records in other areas	*43*	35.2	*57*	36.1	
7. Factor 2, structuring and differentiation of activities in language and math:					
1=teacher structures math and language arts lessons; all activities are same	*69*	56.6	*113*	71.5	.0280
2=children choose math and language arts lessons; various activities go on at same time	*16*	13.1	*11*	7.0	
3=teacher varies between teacher structure and child structure of lessons and between same activities and different activities	*35*	28.7	*34*	21.5	
4=teacher always allows some child choice, has a few different activities	*2*	1.6	*0*	0	
8. Factor 3, efforts to involve parents and the home:					
1=teacher always makes efforts to involve parents	*65*	53.3	*69*	43.7	
2=teacher never makes efforts to involve parents	*22*	18.0	*53*	33.5	
3=teacher sometimes makes efforts to involve parents	*25*	20.5	*35*	22.2	
4=teacher consistently makes some effort to involve parent	*10*	8.2	*1*	0.6	

[a] Probability by chi-square or Fisher's exact test.

Table 11
(continued)

Outcome Summary Variables	Response Distribution PDC *N*	 %	 Comparison *N*	 %	p^a
9. Factor 4, individualization of activities in language arts and math:					
1=teacher always works with entire class	33	27.3	75	47.5	.0064
2=teacher always works with individual children	36	29.8	35	22.2	
3=teacher vacillates between working with entire class and with individual children	14	11.6	10	6.3	
4=teacher always works with small groups	38	31.4	38	24.1	

[a] Probability by chi-square or Fisher's exact test.

The third variable summarizes two perception-of-change items: knowledge of and amount of planning with the associate school or Head Start center. (The first item shows a significant group difference; the second does not.) Although there is a trend for PDC teachers to report greater change in knowledge and planning than comparison teachers, the group differences on this composite variable are not significant.

The fourth variable summarizes items reflecting significant group differences in teachers' attitudes toward their job situation. When teacher responses to each of these five items are apportioned into "only those who mentioned positive aspects of their job," 88% of the comparison teachers (contrasted with only 74% of PDC teachers) are in this category. And, of those who "only mentioned negative aspects of their job," only 3% are comparison teachers, contrasted with 6% of PDC teachers. The consistency of these job satisfaction items favoring comparison teachers is puzzling at this point, and reasons for it will be sought.

The fifth variable summarizes two items concerning use of community resources in the classroom, neither of which has shown significant group differences individually. However, when combined, the items significantly distinguish between PDC and comparison teachers. Over one-fourth of PDC teachers (28%) reported that they "often" used community people or resources in their classrooms, compared to only 15% of comparison teachers.

Factor profiles. The last four summary variables are those constructed from the four factors resulting from the factor analysis of the Global Ratings. Global Ratings factors were analyzed by chi-square analyses of four categories of responses: 1) teachers who were only rated at the low end of the 1-to-5 continuum of all the items in the factor; 2) teachers who were rated at the high end of the continuum of all the items in the factor; 3) teachers who were rated at both ends of the continuum; and 4) teachers who were only rated in the middle, e.g., received a "3" rating.

Factor 1: Program adaptation to individual children. There is no difference between PDC and comparison teachers in interviewers' judgments of the degree to which each teacher's instructional planning and record keeping reflects comprehensive knowledge and understanding of the needs of individual children.

Factor 2: Structuring and differentiation of activities in language and math. Although ratings for teachers in both groups were clustered at the "teacher structure" end of the continuum rather than the "child choice" end, fewer PDC teachers were at the "teacher structure" end (57% versus 72%) and more PDC teachers were at the "child choice" end (13% versus 7%). Thus, they were rated as providing more varied language and math activities and allowing more child choice in those activities than comparison teachers.

Factor 3: Efforts to involve parents and the home. PDC teachers were judged as making greater efforts than comparison teachers to involve parents in the classroom and to coordinate children's home and school experiences. A higher percentage (53%) of PDC teachers clustered at the "teacher effort" end of the continuum than comparison teachers (44%), and a lower percentage (18%) of PDC teachers clustered at the "no effort" end of the continuum than comparison teachers (34%).

Factor 4: Individualization of activities in language and math. Fewer PDC teachers (27%) than comparison teachers (48%) were judged to work with the entire class during language and math activities. Instead, they worked more frequently with individual children (30% versus 22%), and worked more frequently with small groups (31% versus 24%). PDC teachers thus seem to individualize instruction in language and math much more than comparison teachers.

Comparison of factor profiles. A one-way multivariate analysis of variance was used to compare PDC with comparison teachers on all four factors simultaneously. PDC and comparison profiles were found to differ significantly, indicating that the lack of significant difference on Factor 1 combines with the significant differences on Factors 2, 3, or 4 to produce an overall difference favoring PDC that is quite reliable (F=2.52; d.f.=4, 252; p=.042).

Discussion of Findings

Analyses at the item level and summary variable level of responses to the Teacher Interview reveal that there are significant group differences favoring PDC teachers in the three major areas of interest: individualization of instructional approach, teacher planning with other teachers, and parent involvement. In the first area, two of the three Global Ratings factors dealing with individualization of instruction indicate that more PDC teachers than comparison teachers allowed child choice, provided a wide variety of activities in language and math, and worked with individuals or with small groups of children.

In the area of planning with other teachers, PDC teachers reported significantly more participation in curriculum committees than comparison teachers, as well as a greater increase in knowledge of what goes on in the associated school or Head Start center.

The largest and most frequent differences between the two groups appear in the area of parent involvement. PDC teachers reported more non-traditional parent behaviors in the classroom, and more positive attitudes toward parent involvement than comparison teachers. This self-report data was validated by interviewers' Global Ratings of the teachers' responses. Factor 3, which is composed of three Global Ratings concerning parent involvement, and two other individual Global Ratings about parent involvement that did not factor in with the others, showed significant differences between PDC and comparison teachers in terms of their efforts to involve parents and to coordinate home and school activities.

Teacher Outcomes Regardless of Treatment

Once program-related impacts are identified, it is important to establish the extent to which variables other than the educational program contribute to outcomes, and then to attempt to separate the contributions of treatment from those of other factors. The present section takes up the first of these issues.

First, we discuss a set of potential predictor or independent variables; next, a set of teacher outcomes for which relationships with teacher outcomes are explored; third, the methods used; and, finally, the results obtained.

The Set of Potential Predictor Variables

Two categories of variables are considered in this preliminary examination of variable relationships independent of treatment: 1) teacher background characteristics, including length of time at current school and reason for being at current school, and 2) site.

Teacher background characteristics are clear candidates for predictors of teacher impacts. From the pool of variables available, four were selected:

1. Ethnicity: it is anticipated that this variable will be confounded with site, since there are clear differences in the proportions of teachers of different ethnic groups by site.

2. Teacher's educational level: educational level frequently has an impact on a variety of outcome measures, but there is little evidence to suggest direction of impact on the outcomes of interest in this study.

3. Length of time at current school: this may affect the program's impact on teaching staff. A dominant point of view is that teachers who have been in the school for a number of years (predating PDC) are more set in their teaching approaches and are therefore less likely to be interested in implementing a new educational treatment, whereas teachers new to the school are more open to tackling a new program.

4. Reason for teacher employment at current school: this may affect program impacts in that teachers invited to be in a school probably were recruited because their teaching style matched that of the school. Teachers who were assigned to schools and had no choice in the matter might have teaching philosophies that conflict with those of the school which could hinder program implementation.

Site is an important alternative to program treatment as a predictor variable, but one clearly related to treatment. Because the PDC guidelines offer choices in the way the guidelines are met, the PDC program must be viewed as an implementation of one idea in eleven different ways, one to a site; for this reason, site-related variation in outcomes is related to treatment-related variation. On the other hand, site-level differences in other domains separate from educational treatment--for example, in teacher background characteristics such as ethnicity--suggest that site as an explanatory variable must be considered to a large extent also as a contributing factor different from the educational treatment. In short, both treatment-related and treatment-independent sources of variation in outcomes may be bound together in the explanatory variable site. The potential predictor variables and the dependent variables are listed in Table 12.

The Set of Teacher Outcomes Used as Dependent Variables

Twelve variables were examined for relation to potential predictors. Items or scales were considered for dependent variables for these analyses if they seemed meaningfully related to desired teacher outcomes of the PDC program. The set of program outcomes showing impacts of PDC was included, and other variables were added to it.

Analytic Approaches Employed

A variety of analytic methods are used because most of the dependent variables are nominal or ordinal in scale; the majority of analyses involve formation of the appropriate contingency tables. Interpretations of variable interrelations is limited to two variable relationships, since the number of empty cells and cells with very few subjects would otherwise rapidly become unmanageable.

Measures of association are not presented. Instead, significance tests with levels at or below .05 are used as estimates of the existence of a relationship between variables.

Results of Analysis

Table 13 summarizes the findings of the analyses. The associations identified are described next.

Effects of teacher background characteristics. Both teacher ethnicity and education were examined for their effect on the teacher outcomes. Ethnicity is significantly related to four of the 12 teacher outcomes examined. As Table 13 shows, there is no clear trend separating the four ethnic groups consistently across the teacher outcomes. For instance, Hispanic teachers reported higher rates of attendance at committee meetings

Table 12

Teacher Interview Independent and Dependent Variables

Independent Variables

1. Teacher background characteristics
    a. ethnicity
    b. educational level
    c. length of years at current school
    d. reason for being at current school (assigned, recruited)
2. Site

Dependent Variables

1. Degree of committee participation by teacher
2. Number of parents involved in classroom activities
3. Attitude toward more parent involvement in school/class
4. Change in knowledge of and amount of planning done with teachers in associated Head Start center or elementary school
5. Degree of job satisfaction
6. Use of community resources in the classroom
7. Degree of program adaptation to individual children
8. Degree of structuring and differentiation of activities in language arts and math
9. Degree to which teacher tries to involve parents
10. Degree of individualization of language arts and math activities
11. Frequency of multicultural classroom activities
12. Whether or not teacher has had training in child development

Table 13

Relationships Between Predictors and Dependent Variables on the Teacher Interview Regardless of Treatment[a]

DEPENDENT VARIABLES	N	PREDICTOR VARIABLES: Ethnicity (N=266)				Educational Level (N=281)			Reason for Being in School (N=280)		Number of Years at Current School (N=278)		Site (N=283)
		Hispanic	Asian	Black	White	CDA-BA	Credit Toward MA	MA, MA+	Assigned	Invited	≤5 yrs.	>5 yrs.	
1. Frequency of teacher participation on committees:													High[b]: CO, GA,FL,MD,TX Low: CA,CT, IA,MI,UT,WA
1=high frequency	283	65.9	20.0	46.5	42.4	n.s.			n.s.		n.s.		
2. Number of parents who are involved in specific school/class activities:													High[b]: CO, GA,FL,IA, TX,WA Low: CA,CT, MD,MI,UT
1=none	277	7.9	20.0	20.9	35.1	35.1	17.6	35.6	n.s.		22.9	38.8	
2=some parents		52.6	80.0	48.8	50.6	38.1	65.9	48.3			54.8	44.0	
3=most parents		39.5	0	30.3	14.4	26.8	16.5	16.1			22.3	17.2	
3. Teacher attitude toward more parent involvement in school/class:													High[b]: GA, FL,MD,MI, TX,UT Low: CA,CO, CT,IA,WA
1=positive attitude	275	n.s.				44.4	36.3	61.4	n.s.		n.s.		
4. Change in knowledge and amount of planning done with associated Head Start center/school	133	n.s.				n.s.			n.s.		n.s.		n.s.

[a] Completed cells indicate significant relationships, $p \leq .05$.

[b] "High" sites are those that reported none of this behavior, i.e., site means were above the overall mean. "Low" sites are those that reported less of this behavior, i.e., site means were below the overall mean.

Table 13
(continued)

		PREDICTOR VARIABLES											
		Ethnicity (N=266)				Educational Level (N=281)			Reason for Being in School (N=280)		Number of Years at Current School (N=278)		
DEPENDENT VARIABLES	N	Hispanic	Asian	Black	White	CDA-BA	Credit Toward MA	MA, MA+	Assigned	Invited	≤5 yrs.	>5 yrs.	Site (N=283)
5. Job satisfaction:													
1=only mentioned positive aspects	283	n.s.				n.s.			78.1	86.0	76.2	90.7	High^{a}: CT, IA,MD,MI, TX,WA Low: CA,CO, GA,FL,UT
2=mentioned positive and negative aspects									4.4	9.8	10.0	2.5	
3=only mentioned negative aspects									5.8	1.4	6.9	0	
4=undecided or neutral									11.7	2.8	6.9	6.8	
6. Use of community resources:													
1=seldom	283	n.s.				n.s.			n.s.		36.3	36.4	n.s.
2=sometimes											38.1	49.2	
3=often											25.6	14.4	
7. Program adaptation to individual children:													
1=teacher individualizes instruction for each child by having specific information on each child	280	57.5	20.0	28.6	55.9	n.s.			n.s.		n.s.		High^{a}: CA, CO,CT,GA, IA,MD,UT Low: FL,MI, TX,WA
2=teacher has specific information on same areas and superficial records in other areas		20.0	60.0	52.4	35.0								
3=teacher's records and knowledge of how individual children are performing are superficial		22.5	20.0	19.0	9.1								

[b] "High" sites are those that reported none of this behavior, i.e. site means were above the overall mean. "Low" sites are those that reported less of this behavior, i.e., site means were below the overall mean.

Table 13
(continued)

DEPENDENT VARIABLES	N	PREDICTOR VARIABLES											Site (N=283)
		Ethnicity (N=266)				Educational Level (N=281)			Reason for Being in School (N=280)		Number of Years at Current School (N=278)		
		Hispanic	Asian	Black	White	CDA-BA	Credit Toward MA	MA, MA+	Assigned	Invited	≤5 yrs.	>5 yrs.	
8. Structuring and differentiation of activities in language arts and math:													
1=children structure; different activities are ongoing	280	n.s.				n.s.			n.s.		14.0	2.5	High[a]: CT, FL, IA, MI, TX, UT Low: CA, CO, GA, MD, WA
2=teacher and children consistently share structuring of lessons											1.3	0	
3=teacher vacillates between teacher structure and children structure and between same activities and different activities.											27.5	20.3	
4=teacher structures; all activities are the same											57.2	77.2	
9. Efforts to involve parents and the home:													
1=teacher tries to involve parents	280	n.s.				n.s.			n.s.		n.s.		High[a]: CA, CT, CO, GA, UT, FL Low: IA, MD, MI, TX, WA
2=teacher consistently makes some effort to involve parents													
3=teacher vacillates between making some effort and no effort to involve parents													
4=teacher makes no efforts to involve parents													

[b] "High" sites are those that reported none of this behavior, i.e., site means were above the overall mean. "Low" sites are those that reported less of this behavior, i.e., site means were below the overall mean.

Table 13
(continued)

DEPENDENT VARIABLES	N	PREDICTOR VARIABLES: Ethnicity (N=266): Hispanic	Asian	Black	White	Educational Level (N=281): CDA-BA	Credit Toward MA	MA, MA+	Reason for Being In School (N=280): Assigned	Invited	Number of Years at Current School (N=278): ≤5 yrs.	>5 yrs.	Site (N=283)
10. Individualization of activities in language arts and math:													High[a]: FL, IA,MI,UT Low: CA,CO, CT,GA,MD,TX, WA
1=teacher works with individual children	279	37.5	20.0	22.0	24.9	n.s.			n.s.		n.s.		
2=teacher consistently works with entire class and individual students during math and language arts		32.5	20.0	22.0	27.1								
3=teacher vacillates between working with individual children and entire class		20.0	20.0	2.4	7.3								
4=teacher works with entire class		10.0	40.0	53.6	40.7								
11. Frequency of multicultural classroom activities:													High[a]: CA, CT,FL,MI Low: CO,GA, IA,MD,TX,UT, WA
1=at least monthly	281	n.s.				n.s.			n.s.		n.s.		
12. Teacher training in child development:													High[a]: CO, GA,IA,MD,TX, UT,WA Low: CA,CT, FL,MI
1=yes	283	n.s.				n.s.			n.s.		n.s.		

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[b] "High" sites are those that reported none of this behavior, i.e., site means were above the overall mean. "Low" sites are those that reported less of this behavior, i.e., site means were below the overall mean.

than the other groups; they also were rated as spending more time working with individual children than the other ethnic groups. Higher percentages of black and Hispanic teachers than white teachers reported that more of their parents were involved in certain school activities. Because the sites are different in their proportions of teachers by ethnic group, it seems very likely that significant relationships between ethnic groups and teacher outcomes are in fact confounded with site differences. There is a strong likelihood that significant relationships between ethnic groups and teacher outcomes are in fact confounded with site-level differences in proportions of teachers by ethnic group.

Teacher's educational level was significantly related to only two of the 12 dependent variables, both dealing with parent involvement. Teachers at the intermediate level of education (credit toward a master's degree) reported more parent involvement than teachers in the two other categories. Paradoxically, teachers at the highest level of education (master's degree and beyond) expressed the most positive attitude toward parent involvement in the classroom. This is interesting in that the data reflect a discrepancy between teacher attitudes and teacher behaviors.

Length of time at current school was related to four teacher outcomes: number of parents involved in school activities, job satisfaction, classroom use of community resources, and degree of structure and differentiation of activities in math and language. Teachers who had been at the school for more than five years more often reported that none of their parents were involved in certain school activities, were more satisfied with their job, and were rated by interviewers as having a more structured approach to planning language and math activities. Teachers with five years or less of teaching experience at their school reported more parent involvement in classroom activities, and more frequent use of community resources in the classroom. These newer teachers were rated by interviewers as allowing children to structure their language and math activities and providing more variety in types of activities in these areas.

Reason for being in school (assigned or recruited) was significantly related to only one dependent variable, job satisfaction. Teachers who either requested or were invited to be in a school expressed more satisfaction with their school position than those who were assigned to the school. This finding lends support to the importance of person/environment fit in job satisfaction, since the teacher's self-selection or recruitment may have been due to a perceived match between individual teacher and school program. This congruence of teacher and program was related, then, to greater job satisfaction, but not to any of the other outcomes.

Effects of site. There were significant differences between sites for ten of 12 teacher outcomes examined. In order to establish whether there were consistent differences between sites in levels of teacher behavior and attitude, sites were classified for each outcome as above or below the overall variable mean. This means that for the outcome "committee participation," sites scoring above the variable mean had greater than average frequency of teacher participation. Five sites--Georgia, Florida, Iowa, Texas and Utah--had values above the mean for six to seven of the ten outcomes showing site differences; all other sites had five or less outcomes below the mean. Thus, no individual site consistently influenced teacher outcomes, but five of the 11 sites accounted for the higher ratings on a majority of the outcomes.

Summary and Discussion of Findings

A number of variables have been identified in this section as being related to teacher outcomes, regardless of educational treatment. Site effects occur for all but two of the outcomes examined; they do not appear, however, to rank the sites consistently in the same order. Ethnic membership, as we show in the next section, has effects that are confounded with those of site. Teacher education was related to two outcomes concerning behavior and attitude toward parents. Teachers with higher educational levels are associated with a more positive attitude toward parent involvement while teachers of intermediate educational levels (i.e., working toward a master's degree) had more actual parent involvement.

"Length of time at school" shows the second largest number of significant relationships (four) with teacher behaviors and attitudes. Teachers who had taught at the school for more than five years were associated with more job satisfaction, less parent involvement, and more teacher structure in planning and carrying out language and math activities. More child structuring of language arts and math activities, more parent involvement and more frequent use of community resources were associated with teachers who had been at the school for less than six years. Finally, as expected, teachers who asked or were recruited to teach in a school were more satisfied with their jobs than teachers who had been assigned to their schools.

Effect of the Independent Variables on PDC Program Impacts

This question explores, in a preliminary fashion, the notion of alternative explanations of treatment-related differences in teacher outcomes, as well as the possibility of interactions between treatment and some of the predictors in association with teacher outcomes.

For the independent variables other than site, one question is asked: for all of those independent-dependent variable pairs displayed in Table 12 in the preceding section, does the predictor, or independent variable, interact with educational treatment? This question can also be expressed as: is there a significant relation between educational treatment and a given teacher outcome, if one controls for the effects of an independent variable?

The major question for the variable site is: are treatment-related differences in teacher outcomes manifest at only some sites, or are they present in all or most sites? In order to approach this question systematically, two specific questions are asked for all outcome variables for which overall site effects were noted in Table 13:

- Is there a significant difference between treatment groups at some sites?

- If sites showing significant differences are left out, is there a difference between treatment groups at the aggregate level at the remaining sites?

The Sets of Variables Examined

The sets of predictor and dependent variables examined to answer this question are the same as those given in the preceding section; the listing of Table 12 above can again be used as a quick reference guide. Note that four of the outcome variables were not significantly related to program, but interactional analyses were carried out as an exploratory procedure.

Analytic Procedures

Most of the teacher outcomes are of nominal or ordinal scale; in most cases, for this reason, analytic approaches involved the examination of contingency tables. The effects of controlling for predictors are ascertained by using contingency tables at each level of the independent variable. Determinations of the existence of interactions are based on decision rules relating to the direction of effects, magnitude of associations and partition of effects across independent variable levels, and are illustrated in the example of Figure 1 presented in Chapter III.

Results of Analyses

Table 14 summarizes findings; the interactions identified are described below.

The effects of site and ethnicity. For eight of the twelve outcomes for teachers there were PDC-comparison group differences at specific sites. For only one outcome, "number of parents involved in specific school activities," did the significant overall treatment effect remain after the sites showing significant differences were removed. This suggests that PDC-comparison group differences for most outcomes were restricted to specific sites.

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Table 14

Interaction Between Treatment and Predictor Variables with Dependent Variables[a]

			PREDICTOR VARIABLES												
			SITE (N=283)			ETHNICITY (N=266)						EDUCATIONAL LEVEL (N=281)			
Dependent Variables	Overall Treatment Effect	N	Individual Site Effects	Overall Effects for Remaining Sites		Hispanic	Asian	Black		White		CDA-BA		Credit Toward MA	MA, MA+
1. Frequency of teacher participation on committees:															
1=high frequency	P>C	283	P>C: CO, MD,MI,UT	n.s.		n.s.						n.s.			
2. Number of parents involved in specific school/class activities:				P	C			P	C	P	C				
1=none	P>C	277	P>C: CT, IA	15.3	36.1			0	45.0	23.6	48.1	n.s.			
2=some parents				55.3	47.1			47.8	50.0	58.3	45.2				
3=most parents				29.4	16.8			52.2	5.0	18.1	19.8				
3. Teacher attitude toward parent involvement in school/class:															
1=positive attitude	P>C	275	P>C: CO, UT,WA	n.s.		n.s.						n.s.			
4. Amount of change in knowledge of and amount of planning done with associated Head Start center/elementary school:												P	C		
1=none	n.s.	133	C>P: MD	n.s.		n.s.						61.9	88.1		
2=moderate			P>C: MI									21.4	9.5		
3=major												16.7	2.4		

[a] Completed cells indicate significant predictor interaction with educational treatment, $p \leq .05$.

Table 14
(continued)

			PREDICTOR VARIABLES									
			SITE (N=283)		ETHNICITY (N=266)				EDUCATIONAL LEVEL (N=281)			
Dependent Variables	Overall Treatment Effect	N	Individual Site Effects	Overall Effects for Remaining Sites	Hispanic	Asian	Black	White	CDA-BA	Credit Toward MA	MA, MA+
5. Job satisfaction: 1=only mentioned reasons for staying at school 2=mentioned reasons for both leaving and staying 3=only mentioned reasons for leaving school 4=undecided	C>P	283	*	*	n.s.				n.s.		
6. Use of community resources: 1=seldom 2=sometimes 3=often	P>C	283	n.s.	n.s.	n.s.				n.s.		
7. Factor 1, program adaptation to individual children: 1=teacher individualizes instruction for each child by having specific information on each child 2=teacher has specific information in some areas and superficial records in other areas 3=teacher's records and knowledge of how individual children perform are superficial	n.s.	280	*	*	*				n.s.		

*Predictor outcome pairs showing a significant relationship but no interaction with treatment.

Table 14
(continued)

<table>
<tr><th rowspan="3">Dependent Variables</th><th rowspan="3">Overall Treatment Effect</th><th rowspan="3">N</th><th colspan="9">PREDICTOR VARIABLES</th></tr>
<tr><th colspan="2">SITE (N=283)</th><th colspan="4">ETHNICITY (N=266)</th><th colspan="3">EDUCATIONAL LEVEL (N=281)</th></tr>
<tr><th>Individual Site Effects</th><th>Overall Effects for Remaining Sites</th><th>Hispanic</th><th>Asian</th><th>Black</th><th>White</th><th>CDA-BA</th><th>Credit Toward MA</th><th>MA, MA+</th></tr>
<tr><td>8. Factor 2, structuring and differentiation of activities in language arts and math:
1=children structure; different activities are ongoing
2=teacher and children consistently share structuring of lessons
3=teacher vacillates between teacher structure and child structure and between same activities and different activities
4=teacher structures; all activities are the same</td><td>C>P for teacher structure</td><td>280</td><td>C>P for teacher structure: CT, MI</td><td>n.s.</td><td colspan="4">n.s.</td><td colspan="3">n.s.</td></tr>
<tr><td>9. Factor 3, efforts to involve parents and the home:
1=teacher tries to involve parents
2=teacher consistently makes some effort to involve parents
3=teacher vacillates between some efforts and no efforts to involve parents
4=teacher makes no efforts to involve parents</td><td>P>C</td><td>280</td><td>P>C: CT, WA</td><td>n.s.</td><td colspan="4">n.s.</td><td colspan="3">n.s.</td></tr>
</table>

Table 14
(continued)

			PREDICTOR VARIABLES										
			SITE (N=283)		ETHNICITY (N=266)						EDUCATIONAL LEVEL (N=281)		
Dependent Variables	Overall Treatment Effect	N	Individual Site Effects	Overall Effects for Remaining Sites	Hispanic	Asian	Black		White		CDA-BA	Credit Toward MA	MA, MA+
10. Factor 4, individualization of activities in language arts and math:													
1=teacher works with individual children	P<C for working with entire class	279	P>C for working with individual children: MI, UT C>P for working with individual children: CT	n.s.			P 38.1	C 5.0	P 24.7	C 25.0	n.s.		
2=teacher consistently works with entire class and individual students							4.8	0	9.6	5.8			
3=teacher vacillates between working with individual students and entire class							9.5	35.0	41.0	17.3			
4=teacher works with entire class							47.6	60.0	24.7	51.9			
11. Frequency of multicultural classroom activities:													
1=at least monthly	n.s.	281	*	*	n.s.						n.s.		
12. Teacher training in child development:													
1=yes	n.s.	283	P>C: MI	n.s.	n.s.						n.s.		

*Predictor outcome pairs showing a significant relationship but no interaction with treatment.

Sites at which significant differences were found were not, with one exception, consistently the same ones. Only in Michigan were significant differences found in five of the treatment-related outcomes.

Treatment differences in teacher outcomes varied by ethnic group, but appeared clearly related to site-specific treatment differences. Thus, when sites showing significant differences between treatment groups were removed, the interactions of ethnicity and treatment also tended to disappear. Only for two variables, "number of parents involved in classroom activities" and "individualization of language and math activities," could specific differences between treatments be explained, in part, by ethnicity and not site. For "number of parents involved in school," both black and white PDC teachers reported significantly more parent involvement than black and white comparison teachers. Also, PDC black teachers were significantly more often rated as individualizing instruction in language and math than comparison black teachers, and comparison white teachers were significantly more often rated as working with the entire class (as opposed to individual students) than white PDC teachers.

Effects of other background variables. Other variables examined for interaction effects with treatment on various teacher outcomes are: educational level, reason for being at school, and number of years at current school. Each showed treatment-related differences for specific teacher outcomes, but very few interacted significantly with treatment.

Educational level interacted with treatment for only one of the twelve teacher outcomes, "change in knowledge and planning," eliminating the lack of treatment effect at the lowest educational level. PDC teachers with only a bachelor's degree reported a much greater increase than comparison teachers of the same educational level in knowledge of the associated school, despite no overall treatment effect.

The background variable "number of years at current school" did not interact significantly with treatment for any of the twelve teacher outcomes. But it is interesting that, for five of the twelve outcomes, the significant PDC-comparison group differences were eliminated for teachers who had been at their school for six years or more. For most of the other background variables, significant PDC-comparison group differences washed out at one or another level, but the overall treatment effect still remaining. However, for the variable "number of years at current school," the significant differences were eliminated only at one level--that of the more experienced teachers. Thus, PDC teachers who had been at their school for less than six years still had more favorable attitudes toward parent involvement than comparison teachers, used community resources more, allowed more child choice and provided more variety in activities, and worked more with individuals and small groups. And "newer" comparison teachers still showed more satisfaction with extrinsic job satisfaction indicators.

Of the other independent variables, only "educational level" significantly interacted with treatment, and that occurred with an outcome on which no significant PDC-comparison group differences appeared overall: "change in knowledge and planning." At the lowest educational level, PDC teachers showed a much greater increase in knowledge and planning than comparison teachers.

Summary of Program Impacts on Teachers

Analyses of the Teacher Interview reveal that there are significant PDC-comparison group differences favoring PDC teachers in the three major areas of interest: individualization of instructional approach, participation in decision-making and planning, and parent involvement. The specific findings are:

- Individualization of instructional approach:

  PDC teachers allowed more child choice than comparison teachers, provided a wider variety of activities in language and math, and worked more with individuals or with small groups than with large groups.

- Participation in decision-making and planning:

  PDC teachers reported significantly more participation in curriculum committees than comparison teachers.

  PDC teachers reported more change toward a greater knowledge of what goes on in the associated school or Head Start center.

- Parent involvement:

  PDC teachers reported involving parents in nontraditional activities in the classroom much more often than comparison teachers.

  PDC teachers had more positive attitudes toward parent involvement than comparison teachers.

In addition, PDC teachers reported more frequent use of or discussion of community resources in the classroom than comparison teachers. And PDC teachers were less satisfied with extrinsic job satisfaction indicators than comparison teachers. (The implications of this latter finding are unclear at this time, but must nevertheless be reported.)

Teacher outcomes regardless of program effects. Of the five independent variables that influenced teacher outcomes regardless of program effects, "site" seemed to have the most pervasive effect. Site effects occurred for ten of the 12 teacher outcomes examined, but no individual site or sites was rated consistently above other sites on all of the outcomes. However, five sites had ratings above the mean for seven of the twelve outcomes. Of the teacher background characteristics that were possible predictors, "ethnic membership" effects were confounded with site, "teacher education" was significantly related to two outcomes, "length of time at school" with four, and "recruited or assigned" with only one.

Teachers at the intermediate level of education (credit toward a master's degree) reported more parent involvement than teachers at the other two levels, while teachers at the highest level of education (master's degree and beyond) reported the most positive attitudes toward more parent involvement in the school.

Teachers with less longevity at their school reported more parent involvement in specific activities in the classroom, more frequent use of community resources in the classroom, less satisfaction with extrinsic job satisfaction indicators, and a more individualized educational approach.

Teachers who were invited or asked to be at their school expressed more job satisfaction than teachers who were assigned involuntarily.

Effect of independent variables on treatment. Of the independent variables examined for their interaction with treatment, site interacted most frequently, but, with the exception of one site, the sites at which significant differences were found were not consistently the same. The only other independent variable to interact significantly with treatment was "educational level," which resulted in a PDC-comparison group difference favoring PDC teachers on an outcome for which there was no main treatment effect, "change in knowledge and planning." At the lowest educational level, PDC teachers showed a much greater increase in knowledge and planning than comparison teachers.

Classroom Observation System. Analyses of the Classroom Observation System revealed that PDC teachers did, in fact, individualize instruction in the classroom more than comparison teachers by providing a wider variety of activities. While comparison teachers had neater and more organized classrooms than PDC teachers, made children wait less often, and were better managers, PDC teachers showed more evidence of accommodations for handicapped children.

VI

SUMMARY OF IMPACT ON TEACHERS

The PDC program's major goal is to enhance children's social competence by providing them with a continuous, individualized educational experience and health and social services. In order to bring about this continuity of experience, PDC programs were to establish institutional mechanisms that would encourage within and across-grade communication and Head Start/public school coordination. The analytic model of PDC (described in Chapter I) posits these institutional changes as promoting changes in teachers which will in turn impact on parents and ultimately on children.

The evaluation methodology developed to be responsive to this analytic model was first implemented in the spring of 1979, by which time the program staff at individual sites had been implementing PDC for three years (a startup year and two years of full implementation--Head Start and kindergarten).

We have studied the effects of the PDC program on the attitudes and classroom behaviors of teachers through interviews with teachers and observations in classrooms. Observations were conducted for the grade one classrooms in which the PDC and evaluation students were enrolled, and those teachers were interviewed. In addition, at other grades, we interviewed a sample of teachers and observed a sample of classrooms.

The evaluation covers three domains in assessing the impact of PDC. The domains, and the instruments used to collect information in the domains, are:

- Teacher behaviors and classroom activities. This domain includes the physical environment that the teacher creates for the child in the classroom (Classroom Environment Observation), the instructional approach that the teacher employs (Classroom Activities Record), the management style of the teacher (Focused Observation), and the general climate that the teacher establishes in the classroom (Classroom Activities Record and Focused Observations).

- Teacher attitudes. This domain includes teachers' attitudes toward parents and toward the school, and their personal educational philosophy (Teacher Interview).

- Teacher background characteristics. This domain refers to such things as teacher training in child development theory, ethnicity, number of years of teaching experience, and experience in special projects.

Summary of Findings

PDC program staff have clearly been successful in three important areas of teacher behavior and attitudes: teacher implementation of an individualized curriculum, more frequent teacher participation in formal curriculum planning, and teacher promotion of more parent involvement in PDC schools and centers.

The Teacher Interview revealed that PDC teachers reported more *individualization of instruction* than comparison teachers in three areas:

- PDC teachers supported more child choice in planning language arts and math activities.
- PDC teachers advocated a wider variety of activities in language arts and math.
- PDC teachers reported working more with individual children or with small groups than with large groups.

The Classroom Observation System corroborated these findings in that PDC teachers were observed as providing a wider variety of activities in language and math than comparison teachers. Moreover, PDC classrooms showed more evidence of accommodations for handicapped children, another indication of individualization of instruction.

In the second important area of program impact, PDC teachers reported more *frequent participation with other teachers on formal curriculum committees* than did comparison teachers, together with a greater increase in knowledge of what goes on at the associated school or Head Start center. Analysis of the Administrator Interview also revealed that PDC teachers were seen as participating more on curriculum committees than comparison teachers.

The third major area of interest, parent involvement, shows very significant differences between PDC and comparison teachers. PDC teachers reported a greater change in the kinds of things that parents do when they visit the classroom, more parent involvement in certain nontraditional activities in the classroom, and more positive attitudes toward parent involvement than comparison teachers.

The teacher reports about the involvement of parents validates the self-reports of parents; PDC parents report a greater incidence of observing in their children's classroom and of working in the school on a paid or volunteer basis.

Another focus of the PDC program has been the incorporation into the classroom of community resources. Again, PDC teachers reported more frequent use of people or resources from their community in the classroom than comparison teachers. PDC teachers also reported more frequent discussions with their students about the roles and services provided by various people in the community than comparison teachers.

The findings reported up to this point have all favored PDC teachers. However, there were a few items which appeared to favor comparison teachers. Analysis of one variable from the Teacher Interview and two Global Ratings from the Classroom Observation System revealed higher outcomes for the comparison teachers than for the PDC teachers on: satisfaction with certain extrinsic aspects of their job situations, neatness and organization of their classrooms, and classroom managerial skill (comparison teachers made children wait less often than PDC teachers). A possible explanation for the classroom environment and management findings is that efforts to increase individualization of instruction may result in more cluttered looking rooms and in children having to wait more for individual teacher attention. This, of course, is not always the case, but because there were several aspects of individualization on which PDC teachers were rated higher than comparison teachers, it may have a bearing on the findings. Reasons for comparison teachers reporting greater extrinsic job satisfaction are not apparent and will be explored in future analyses.

Interpretation of Findings

The success of the PDC program in influencing individualization of curriculum, teacher participation in informal curriculum planning, and teacher promotion of more parent involvement is noteworthy. The shee amount of work required to individualize the curriculum for each child is enormous. Among other things, more planning is required, more testing is required, and a greater diversity of materials is required, all of which necessitate devoting much more time to class preparation and record-keeping. Given the already heavy workload of many teachers, the significant PDC-comparison difference in individualization of curriculum is impressive.

Increased PDC teacher participation on curriculum committees is also an achievement, given their workload and the national trend toward greater centralization of curriculum decision-making. Although texts may be standardized across districts, decisions within buildings, and across and within grade levels, may still be made regarding pacing of material and emphasis, and this appears to be happening more in PDC schools than in comparison schools. Further, given the traditional isolation of most teachers in their own classrooms, the greater increase in PDC teachers' knowledge of what goes on in another building is also a singular achievement. This increased knowledge indicates major progress toward more coordination between Head Start and the public schools, and is fundamental to developing a continuous curriculum.

The third area of PDC's effect on teachers, that of parent involvement in classroom activities in substantive ways, represents a sharp break with tradition. Assimilating parents into the classroom can be problematic for teachers and can also represent more work for them with little visible benefit. The fact that PDC teachers, both by word and by deed, are more positive toward parent involvement in their classrooms than comparison teachers is a major program achievement.

The consistency of these findings (in teacher interviews and observations) clearly attests to the success of the PDC program in influencing both teacher attitudes and behaviors. The parent descriptions of their greater involvement in PDC classrooms confirm the change in attitudes and behaviors of the teachers whose greater acceptance of parental involvement is reflected in behaviors of parents.

In view of these findings we can say that, after three years of program implementation, PDC sites on the whole have been successful in bringing about greater individualization of instruction, more coordination both within and across schools and centers, and greater parent involvement in specific kinds of activities in the classroom.

APPENDIX A

Spring 1979 Measures: Teacher Interview

Purpose

One of the expected outcomes of the PDC program was that program teachers would develop or adopt a continuous coordinated curriculum that included a diagnostic and evaluative system for tailoring instruction to the interests, needs, and abilities of each child. This curriculum was expected to have certain minimal components. It was to take a "total child" perspective: health and nutrition were to be taught along with the basic skills; children were to be exposed to features of their own as well as other children's cultures, and so on.

This instrument, therefore, was developed with three purposes in mind:

(1) to ascertain the impact of Project Developmental Continuity (PDC) on the attitudes and behavior of teachers participating in the program;

(2) to gather data that would help explain the impact of PDC on participating children;

(3) to collect background information about teachers in PDC and comparison schools that would be useful for post hoc interpretation of the child and teacher impact findings.

Items on the interview were constructed around nine separate domains:

- involvement in school and classroom activities that promote continuity;
- use of school and community resources in the classroom;
- creating and maintaining a multicultural perspective in the classroom;
- involving parents in their children's education;
- attitudes toward parent involvement;

- instructional approach:
  extent of individualization and sensitivity
  to affective or emotional needs of children;

- changes since 1975 in philosophy, instructional approach, interactions with administration;

- attitudes toward the school;

- (for PDC teachers) attitudes toward the PDC program.

Also included in the Teacher Interview were questions dealing with the background and experience of the teachers.

Description

The PDC Teacher Interview has six sections which contain questions for both comparison and PDC teachers and a seventh section with questions for PDC teachers only. The first part of the interview deals with teacher background and contains questions about years of teaching experience, type of experience, and highest credential earned.

The second section is designed to provide information about teacher behaviors which might reflect greater continuity across grade levels and between community and school. For example, teachers are asked about their participation on committees with other teachers, how often they observe other classes in the building or in other schools or centers, and whether or not they use multicultural materials in the classroom.

The third section of the Teacher Interview focuses on parent involvement activities (for example, the frequency of teacher visits to parent in their homes and amount and kind of parent participation in classroom activities).

The fourth part deals with the teacher's instructional approach to teaching language arts and math. Questions in this part of the interview are concerned with the degree to which the teacher individualizes instruction, the comprehensiveness of the teacher's records, the amount of teacher knowledge of the progress of individual children, the presence (or absence) of a diagnostic system, and the teacher's sensitivity to the affective needs of different children. These questions are open-ended and require the teacher to describe her strategies in relation to two "average children" who are members of her class.

The fifth section contains questions that elicit information on the degree of change the teacher has experienced since PDC began in 1975 in the use of curriculum materials, classroom arrangement, home visits, parent activities in the classroom, knowledge of other classrooms (including Head Start), use of community and multicultural resources, teaching health and nutrition, and nature of interactions with school administrators.

The sixth section focuses on teacher attitudes toward school and degree of teacher job satisfaction. The last section, for PDC teachers only, taps the PDC teacher's experience with the program. The section contains the same type of attitudinal questions described above but these are specifically related to the PDC program.

Finally, the interview contains a set of ratings which the interviewer completes at the end of the interview. These ratings are based on the interviewer's assessments of the teacher's responses to questions about her instructional approach as well as her reported attitudes toward parent involvement in the classroom and her efforts to coordinate home and school experiences.

The Teacher Interview was administered to all PDC and comparison school teachers who have a sample child in their classrooms. The interview was also administered to one randomly selected teacher at each grade level, Head Start through third grade, in both the PDC and comparison schools. The interviews were scheduled for a time during the first or second day of classroom observations at the convenience of the teacher. Generally, interviews took place during the teacher's lunch hour or after school. The interviewer was always the person who was conducting the observations in the teacher's classroom. More details on the Teacher Interview are presented in Attachment 1.

ELEMENTARY SCHOOL TEACHER INTERVIEW

Project Developmental Continuity Evaluation

Teacher's Name: ______________________________
Last First Middle

Teacher's ID: ______________________________ Sex: M F

School: ______________________________

Site: ______________________________

Interviewer: ______________________ Date: ______________

Time Started: ______________________ Time Stopped: ______________

This interview was prepared by the High/Scope Educational Research Foundation, Ypsilanti, Michigan, for use under Administration for Children, Youth and Families Contract No. HEW-105-78-1307.

January 1979

Introduction

HELLO. MY NAME IS ______. I AM INTERVIEWING YOU IN CONNECTION WITH THE EVALUATION OF PROJECT DEVELOPMENTAL CONTINUITY THAT IS BEING CONDUCTED BY THE HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION FOR THE ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES IN WASHINGTON. THE PURPOSE OF THE EVALUATION IS TO FIND OUT ABOUT THE METHODS THAT YOU USE TO TEACH, ABOUT HOW THESE METHODS MAY HAVE CHANGED IN THE PAST FEW YEARS, AND ABOUT RELATIONSHIPS BETWEEN PARENTS AND YOUR SCHOOL. YOUR ANSWERS WILL HELP US UNDERSTAND HOW SCHOOLS WORK, BUT PLEASE REMEMBER THAT ALL YOUR ANSWERS WILL BE KEPT PRIVATE. I WILL MAIL THIS INTERVIEW TO THE FOUNDATION IN MICHIGAN THAT IS DOING THE STUDY AND BY LAW NOTHING YOU SAY HERE CAN BE REVEALED TO ANYONE IN A WAY THAT IDENTIFIES YOU OR YOUR CLASSROOM. ALSO, IF THERE ARE SOME QUESTIONS YOU DON'T LIKE, YOU DON'T HAVE TO ANSWER THEM.

Part 1. Background

THESE FIRST QUESTIONS HAVE TO DO WITH YOUR BACKGROUND IN EDUCATION AND HOW YOU CAME TO TEACH IN THIS SCHOOL.

1. BY THIS JUNE, HOW MANY YEARS OF FULL TIME TEACHING EXPERIENCE WILL YOU HAVE HAD AT EACH OF THE FOLLOWING LEVELS?

    ____ HEAD START
    ____ PRESCHOOL PROGRAMS OTHER THAN HEAD START
    ____ KINDERGARTEN
    ____ GRADES ONE THROUGH THREE
    ____ GRADES FOUR THROUGH SIX
    ____ SECONDARY SCHOOL
    ____ OTHER (Specify): ______________

2. BY THIS JUNE, HOW MANY YEARS WILL YOU HAVE TAUGHT IN THIS SCHOOL?

    Number of years: ____

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3. HAVE YOU EVER TAUGHT IN A SPECIAL OR EXPERIMENTAL SCHOOL PROJECT SUCH AS FOLLOW THROUGH, TITLE I, OR A "MAGNET SCHOOL?" (Interviewer: If the respondent is a PDC teacher add "BEFORE YOU CAME TO PDC" to the end of this question.)

____ No-----→ skip to Question 5

____ Yes--

4. WHAT WAS THE NAME OF THAT PROGRAM?

____ Reading is Fundamental (RIF)
____ Follow Through
____ ESEA Title I
____ ESEA Title III
____ Magnet School
____ Emergency School Aid Act
____ Title VII Bilingual Program
____ Other (specify): ____________

5. HOW DID YOU HAPPEN TO TEACH IN THIS SCHOOL? WERE YOU ASSIGNED, DID YOU ASK TO BE ASSIGNED HERE, WERE YOU INVITED OR RECRUITED TO TEACH HERE, OR DID YOU COME FOR SOME OTHER REASON?

____ I was assigned to teach here.
____ I asked to be assigned here.
____ I was invited or recruited to teach here.
____ Other (specify): ____________

6. BY THIS JUNE, WHAT DEGREES, CREDENTIALS OR CREDITS TOWARD DEGREES WILL YOU HAVE?

____ CDA credential?
____ A high school diploma?
____ Credit toward a college degree?
____ A college degree?
____ Credit toward a master's degree?
____ A master's degree?
____ Credit beyond a master's degree?
____ A doctoral degree?
____ Other (specify): ____________

7. HAVE YOU HAD ANY TRAINING, EITHER IN COLLEGE COURSES OR WORKSHOPS IN THE AREA OF CHILD DEVELOPMENT THEORY?

____ No-----→ skip to question 9

____ Yes--

8. WHAT WAS THE NATURE OF THAT TRAINING?

____ Majored in Child Development as an undergraduate.

____ Took some courses as an undergraduate.

____ Took university courses as the graduate level.

____ Attended inservice training sponsored by the school or district.

____ Attended summer institutes or workshops.

____ CDA training.

____ Other (specify): ____________

Part 2. Frequency of Involvement in Various School and Classroom Activities

NEXT I WOULD LIKE TO FIND OUT HOW OFTEN YOU DO VARIOUS THINGS IN THE SCHOOL.

9. I AM GOING TO READ YOU A LIST OF THINGS YOU MAY HAVE DONE AT SOME TIME DURING THIS YEAR. I WOULD LIKE YOU TO INDICATE HOW OFTEN YOU HAVE DONE EACH. IN ANSWERING, PLEASE USE THE SCALE ON THIS CARD. (Interviewer: Hand respondent the yellow card. Review the following scale with him/her.)

1 = Never
2 = About once or twice this year (less than every other month)
3 = About every other month
4 = About once a month
5 = About two to three times a month
6 = About once a week or more

HOW OFTEN HAVE YOU:

____a. PARTICIPATED ON COMMITTEES OR TASK FORCES WITH OTHER TEACHERS AT YOUR OWN GRADE LEVEL TO PLAN CURRICULUM?

____b. MET INFORMALLY WITH OTHER TEACHERS AT YOUR GRADE LEVEL TO DISCUSS EDUCATIONAL APPROACHES OR PLAN CLASSROOM ACTIVITIES?

____ c. PARTICIPATED ON COMMITTEES OR TASK FORCES WITH OTHER TEACHERS FROM DIFFERENT GRADE LEVELS IN THIS BUILDING TO PLAN CURRICULUM?

____ d. MET INFORMALLY WITH TEACHERS AT ADJACENT GRADE LEVELS TO DISCUSS EDUCATIONAL APPROACHES OR TO PLAN CLASSROOM ACTIVITIES?

____ e. DISCUSSED THE NEEDS OF PARTICULAR CHILDREN WITH PAST TEACHERS, ALONG WITH HOW THOSE NEEDS CAN BE MET?

____ f. DISCUSSED THE NEEDS OF PARTICULAR CHILDREN WITH OTHER SPECIALISTS OR RESOURCE PEOPLE IN THE SCHOOL?

____ g. VISITED CLASSES IN ________ HEAD START CENTER?*

____ h. USED PEOPLE OR MATERIALS FROM THE COMMUNITY IN YOUR CLASSROOM?

____ i. DISCUSSED WITH YOUR CLASS THE ROLES AND SERVICES PROVIDED BY VARIOUS PEOPLE IN THE COMMUNITY.

____ j. VISITED AND OBSERVED OTHER TEACHERS IN YOUR SCHOOL.

____ k. USED MATERIALS OR ACTIVITIES THAT TEACH MUSIC, FOOD, DRESS, OR CUSTOMS OF CULTURES REPRESENTED AMONG YOUR STUDENTS.

____ l. VISITED AND OBSERVED OTHER TEACHERS IN OTHER SCHOOLS.

____ m. USED MATERIALS OR ACTIVITIES THAT TEACH PRINCIPLES OF HEALTH AND NUTRITION TO YOUR STUDENTS?

Part 3. Parent Involvement

NOW I AM GOING TO ASK YOU SEVERAL QUESTIONS ABOUT YOUR CONTACTS WITH PARENTS OF CHILDREN IN YOUR CLASS.

10. HAVE YOU HAD OCCASION TO VISIT THE HOMES OF ANY CHILDREN IN YOUR CLASS THIS YEAR?

____ No-----→ Skip to Question 13

____ Yes--↓

11. HOW MANY HOMES DID YOU YOURSELF VISIT AT LEAST ONCE?

Number of homes: ____

12. I AM GOING TO READ FROM A LIST OF POSSIBLE REASONS FOR THESE HOME VISITS. PLEASE TELL ME ON HOW MANY OF THESE VISITS YOU DID THESE THINGS. JUST ANSWER "NONE", "SOME", OR "MOST."

---

*Insert name of associated Head Start center.

Interviewer: Use the following codes:

1 = None
2 = On some visits
3 = On most visits

ON HOW MANY OF THE VISITS DID YOU:

____ a. KEEP PARENTS INFORMED ABOUT THINGS THAT ARE HAPPENING AT THE SCHOOL?

____ b. GET ACQUAINTED WITH THE PARENT?

____ c. GET INPUT FROM THE PARENT ABOUT TEACHING OBJECTIVES OR THE BEST APPROACHES TO USE WITH THEIR CHILD?

____ d. DISCUSS THINGS THAT PARENTS CAN DO AT HOME FOR OR WITH THEIR CHILDREN?

____ e. DISCUSS EDUCATIONAL OR SOCIAL PROBLEMS CONCERNING THE PARENT'S CHILD?

____ f. DISCUSS PARENT'S COMPLAINTS ABOUT THINGS THAT ARE HAPPENING AT THE SCHOOL?

____ g. Other (specify): ________________

13. ROUGHLY WHAT PERCENTAGE OF THE CHILDREN IN YOUR CLASS HAVE HAD A PARENT COME TO YOUR CLASS AT LEAST ONCE THIS YEAR TO TALK, HELP OR OBSERVE? DO NOT INCLUDE PARENTS WHO WORK AS PAID AIDES IN THE CLASSROOM.

____ None----→ Skip to Question 16

____ %--↓

14. NOW I'D LIKE TO FIND OUT SOMETHING ABOUT WHAT PARENTS DID WHEN THEY VISITED OR WORKED IN YOUR CLASSROOM. I WILL READ A LIST OF ACTIVITIES AND FOR EACH ONE I WOULD LIKE YOU TO INDICATE HOW MANY OF YOUR PARENT VISITORS DID IT. AGAIN, JUST ANSWER "NONE", "SOME", OR "MOST."

Interviewer: Use the following codes:

1 = None
2 = Some
3 = Most

Codes:
1 = None
2 = Some
3 = Most

HOW MANY OF THE PARENTS:

____ a. OBSERVED THE CLASS?

____ b. WENT ON FIELD TRIPS?

____ c. HELPED MAKE MATERIALS?

____ d. HELPED PLAN CURRICULUM FOR THEIR OWN CHILDREN?

____ e. HELPED PLAN CURRICULUM FOR OTHER CHILDREN?

____ f. HELPED CLEAN UP?

____ g. DISCUSSED PROBLEMS AND PROGRESS OF THEIR OWN CHILDREN?

____ h. ATTENDED CLASS SOCIAL OCCASIONS, SUCH AS PLAYS, PARTIES, AND OPEN HOUSES?

____ i. VOICED COMPLAINTS?

____ j. WORKED WITH OTHER PARENTS IN THE CLASSROOM?

____ k. ATTENDED ROUTINE PARENT CONFERENCES?

____ l. HELPED BY WORKING WITH CHILDREN? (If respondent answers "some" or "most," ask question 15)

____ m. Other (specify): ________________

→15. YOU SAID THAT PARENTS SOMETIMES HELP IN CLASS BY WORKING WITH CHILDREN. OF THOSE PARENTS WHO DID WORK WITH CHILDREN, HOW MANY DID EACH OF THE FOLLOWING KINDS OF THINGS. AGAIN, JUST ANSWER "NONE", "SOME", OR "MOST."

Interviewer: Use the following codes:

1 = None
2 = Some
3 = Most

HOW MANY OF THE PARENTS WHO WORKED WITH CHILDREN:

____ a. WORKED INDIVIDUALLY WITH CHILDREN ON SPECIFIC SCHOOL WORK ASSIGNMENTS?

____ b. WORKED WITH SMALL GROUPS OF CHILDREN ON TASKS THAT YOU (THE TEACHER) THOUGHT OF?

____ c. WORKED INDIVIDUALLY WITH CHILDREN ON TASKS THAT THE PARENT THOUGHT OF?

Codes:
1 = None
2 = Some
3 = Most

____ d. WORKED IN SMALL GROUPS OF CHILDREN ON TASKS THAT THE PARENT THOUGHT OF?

____ e. WORKED WITH THE ENTIRE CLASS ON TASKS THAT YOU THOUGHT OF?

____ f. WORKED WITH THE ENTIRE CLASS ON TASKS THAT THE PARENT THOUGHT OF?

____ g. DEMONSTRATED SPECIAL SKILLS FOR THE CLASS?

____ h. OTHER (SPECIFY): ________________

16. HOW OFTEN HAVE YOU HAD OTHER KINDS OF CONTACTS SUCH AS TELEPHONE CALLS, NOTES, ETC., WITH EACH CHILD'S PARENTS THIS YEAR? WOULD YOU SAY:

____ NEVER
____ ABOUT ONCE OR TWICE THIS YEAR
____ ABOUT EVERY OTHER MONTH
____ ABOUT ONCE A MONTH
____ ABOUT TWO TO THREE TIMES A MONTH
____ ABOUT ONCE A WEEK OR MORE

A LOT OF PEOPLE THAT WE HAVE SPOKEN WITH HAVE SEEN BOTH ADVANTAGES AND DISADVANTAGES WITH HAVING PARENTS MORE INVOLVED IN THE SCHOOL. I'D LIKE TO GET YOUR OPINION ABOUT WHAT YOU SEE AS THE ADVANTAGES AND DISADVANTAGES OF THIS INVOLVEMENT.

17. FIRST, WHAT DO YOU SEE AS SOME OF THE ADVANTAGES OF HAVING PARENTS MORE INVOLVED IN THEIR CHILDREN'S HEAD START CENTER?

Interviewer: Listen to and record the respondent's answer in the space above, then check the categories below that best summarize it. Do not read the categories.

____ a. None

____ b. Having an extra adult in the class helps with discipline and classroom management.

____ c. The extra adult allows the teacher to individualize instruction more to meet the different needs of children.

____ d. Helps meet the special needs of handicapped children.

____ e. Parents bring special skills with them that can be shared with the children.

____ f. Having an extra adult gives the teacher more time to plan and observe.

____ g. By becoming familiar with center activities parents are able to do more for their children at home.

____ h. Parents know the language and culture of the children and can bring that perspective to the center.

____ i. Other (specify): ______________ ______________ ______________

18. WHAT DO YOU THINK ARE SOME OF THE DISADVANTAGES?

Interviewer: Listen to and record the respondent's answer in the space above, then check the categories below that best summarize it. Do not read these categories.

____ a. None

____ b. Parents are not reliable. The teacher cannot count on them being in class when they say they will.

____ c. Parents are not trained to teach and the teacher does not have the time to train them.

____ d. The teacher already has an aide, she/he does not need an extra adult.

____ e. It disrupts the class when unfamiliar adults are present.

____ f. Teacher can't act naturally when parents are present.

____ g. Other (specify): __________ _____________ __________

Interviewer: Remember that based on the information you gather from questions 19-21 you will have to make judgments about the following:

Sequence/structure:	The extent to which the teacher uses a sequenced and structured approach to teach language arts and mathematics.
Who structures?:	Who plans and structures children's educational activities--the teacher or the child.
Diversity of activity:	The diversity of educational activities that can be found at any given time in the classroom.
Grouping:	How children are grouped during instructional periods.

Part 4. Instructional Approach

NOW I WOULD LIKE TO FIND OUT A LITTLE ABOUT THE APPROACH THAT YOU USE IN YOUR CLASS TO TEACH SUCH THINGS AS LANGUAGE ARTS, NUMBER CONCEPTS, AND SO FORTH. I REALIZE THAT YOU DO A LOT OF DIFFERENT THINGS DURING THE YEAR, BUT COULD YOU TELL ME IN GENERAL TERMS HOW YOU GO ABOUT TEACHING THE FOLLOWING SUBJECTS? I WOULD ESPECIALLY LIKE TO KNOW THE NAMES OF ANY COMMERCIAL MATERIALS YOU USE AND HOW YOU COMBINED COMMERCIAL MATERIALS WITH YOUR OWN APPROACHES. :

19. MATH OR NUMBER CONCEPTS

20. READING OR READING READINESS

21. WRITING

Interviewer: Remember that based on the information you gather from questions 22-25 you will have to make judgments about the following:

Specificity of Descriptions:	The extent to which the teacher could describe the specific rationale and approaches taken to teach language arts and mathematics to different children.
Records:	The specificity and comprehensiveness of the records kept by the teacher for each child.
Knowledge of Individuals:	Whether the teacher appears to have specific knowledge of individual children's strengths, needs, and problems in mathematics and language arts.
Individualization of Instruction:	Whether the teacher seems to vary instruction to build on strengths and interests, and needs of individual children.
Diagnostic System:	Whether the teacher has a specific system that he/she uses to identify children's strengths, and problems in language arts and mathematics.
Affective Needs:	Whether the teacher seems to be sensitive to the affective or emotional needs of different children and varies his/her instruction accordingly.
Pacing:	Whether children's progress through instructional sequences, activities, or assignments is paced by children individually or by the teacher.

TO GIVE ME A BETTER IDEA ABOUT HOW YOU GO ABOUT APPLYING THIS APPROACH TO INDIVIDUAL CHILDREN I WOULD LIKE YOU TO CONCENTRATE IN THE NEXT FEW QUESTIONS ON TWO SPECIFIC CHILDREN IN YOUR CLASS. (Interviewer: Ask the teacher to identify a boy and a girl who are "average" students--that is they are not the best students, but neither do they require extra attention from the teacher.)

22. FIRST, IN THE BEGINNING OF THIS YEAR, HOW DID YOU LEARN ________ AND ________'S PARTICULAR INTERESTS, NEEDS AND ABILITIES IN SUCH AREAS AS LANGUAGE ARTS AND NUMBER CONCEPTS? PLEASE BE AS SPECIFIC AS POSSIBLE: I'D ESPECIALLY LIKE TO KNOW WHO YOU MAY HAVE SPOKEN TO, WHAT INSTRUMENTS (IF ANY) YOU USED, WHAT YOU LOOKED FOR IN YOUR OBSERVATIONS, AND SO FORTH.

23. HAS YOU OPINION ABOUT THEIR INTERESTS, NEEDS, OR ABILITIES CHANGED SINCE THEN? IF SO ON WHAT INFORMATION WAS YOUR NEW OPINION BASED?

24. LET'S IMAGINE THAT YOU HAD RECENTLY LEARNED THAT YOU WERE GOING TO BE AWAY FOR THE NEXT MONTH AND I AM THE SUBSTITUTE WHO WILL BE FILLING IN FOR YOU. SUPPOSE ALSO THAT WE HAD ALREADY HAD TIME TO DISCUSS THE BASIC APPROACH THAT YOU USE IN YOUR CLASS AND THAT NOW WE ARE TALKING ABOUT THE INTERESTS, NEEDS AND ABILITIES OF INDIVIDUAL CHILDREN. WHAT WOULD YOU TELL ME ABOUT ________ AND ________? WHAT RECORDS OR OTHER INFORMATION COULD YOU SHARE WITH ME?

25. ONE LAST QUESTION ABOUT ________ AND ________. COULD YOU TELL ME A LITTLE ABOUT WHAT YOU ARE PLANNING TO DO WITH YOUR CLASS TOMORROW. SPECIFICALLY, IS WHAT ________ WILL BE DOING SIMILAR OR DIFFERENT FROM WHAT ________ WILL BE DOING?

Part 5. Changes Since 1975

26. NOW I WOULD LIKE TO FIND OUT ABOUT HOW SOME OF THESE THINGS THAT WE HAVE BEEN TALKING ABOUT MAY HAVE CHANGED OVER THE LAST FEW YEARS. WE KNOW THAT A LOT OF THINGS CAN HAPPEN THAT RESULT IN SMALL OR LARGE CHANGES FROM YEAR TO YEAR IN WHAT YOU DO. WE HAVE ALSO SEEN THAT SOMETIMES THESE CHANGES OCCUR FOR REASONS BEYOND A TEACHER'S CONTROL. FOR EXAMPLE, THE SCHOOL MAY BE FACED WITH BUDGET CUTS, OR THERE MAY BE NEW DISTRICT POLICIES, OR A DIFFERENT PRINCIPAL MAY COME TO THE SCHOOL, AND SO ON. I AM GOING TO READ A LIST OF THINGS THAT MAY HAVE CHANGED AND FOR EACH I WOULD LIKE YOU TO USE THIS SCALE (hand respondent the green card) TO ESTIMATE HOW MUCH CHANGE, IF ANY, THERE HAS BEEN. IF YOU STARTED TEACHING AFTER 1975 ESTIMATE CHANGES SINCE YOU BEGAN.

Interviewer: Review the scale with the respondent and circle the number given by the respondent for each item.

1 = No change
Things today are pretty much like they were in 1975, or when I began teaching.

2 = A little change
Although there have been a few small changes, for the most part things today are as they were in 1975.

3 = Moderate change
Some important changes have occurred since 1975.

4 = Major change
Things are completely different now from what they were in 1975.

26. (continued)

FOR THE FIRST FEW ITEMS, AFTER TELLING ME HOW MUCH CHANGE HAS OCCURRED, TELL ME IF YOU THINK ITS BEEN CHANGE FOR THE BETTER OR NOT.

		No Change	A Little Change	Moderate Change	Major Change	PROBE Has this been Change for the Better?
a. YOUR PHILOSOPHY OF TEACHING.		1	2	3	4	
b. THE CURRICULUM MATERIALS OR METHODS THAT YOU USE TO TEACH READING READINESS, NUMBER CONCEPTS OR WRITING.		1	2	3	4	Y N
c. CURRICULUM MATERIALS OR METHODS YOU USE TO TEACH OTHER SUBJECTS.		1	2	3	4	Y N
d. THE WAY YOU ARRANGE YOUR CLASS PHYSICALLY.		1	2	3	4	Y N
e. THE PURPOSES FOR VISITS BY YOU TO CHILDREN'S HOMES.	NA	1	2	3	4	Y N
f. THE KINDS OF THINGS THAT PARENTS DO WHEN THEY VISIT YOUR CLASSROOM.	NA	1	2	3	4	Y N

FOR THE NEXT ITEMS, TELL ME HOW MUCH CHANGE THERE HAS BEEN AND THEN IF THE CHANGE MEANS THAT "MORE" OR "LESS" OF THAT IS HAPPENING.

	No Change	A Little Change	Moderate Change	Major Change	Does Change Mean More or Less?
g. THE EXTENT TO WHICH YOU USE SEQUENCED TEACHER OBJECTIVES.	1	2	3	4	L M
h. THE NUMBER OR FREQUENCY OF VISITS BY PARENTS TO YOUR CLASSROOM.	1	2	3	4	L M
i. YOUR KNOWLEDGE OF WHAT GOES ON IN OTHER CLASSES IN YOUR SCHOOL.	1	2	3	4	L M
j. YOUR KNOWLEDGE ABOUT WHAT GOES ON IN THE HEAD START CENTER ASSOCIATED WITH THIS SCHOOL.	1	2	3	4	L M
k. THE NUMBER OR FREQUENCY OF VISITS BY YOU TO CHILDREN'S HOMES.	1	2	3	4	L M

26. (continued)

					PROBE
	No Change	A Little Change	Moderate Change	Major Change	Does Change Mean More or Less?
l. THE AMOUNT OF PLANNING YOU DO WITH THE OTHER TEACHERS AT YOUR SCHOOL.	1	2	3	4	L M
m. THE AMOUNT OF PLANNING THAT YOU DO WITH HEAD START TEACHERS.	1	2	3	4	L M
n. YOUR USE OF PEOPLE OR MATERIAL FROM THE COMMUNITY IN YOUR CLASSROOM.	1	2	3	4	L M
o. YOUR USE OF MATERIALS OR ACTIVITIES THAT TEACH MUSIC, FOOD, DRESS, OR CUSTOMS OF CULTURES REPRESENTED AMONG YOUR STUDENTS.	1	2	3	4	L M
p. YOUR USE OF MATERIALS OR ACTIVITIES THAT TEACH THE PRINCIPLES OF HEALTH AND NUTRITION.	1	2	3	4	L M
q. THE NATURE OR AMOUNT OF INTERACTIONS BETWEEN YOU AND THE BUILDING ADMINISTRATION.	1	2	3	4	L M

Part 6. Attitudes Toward the School

NEXT I WOULD LIKE TO FIND OUT HOW YOU FEEL ABOUT TEACHING IN THIS SCHOOL.

27. IF YOU HAD YOUR CHOICE WOULD YOU TEACH IN THIS SCHOOL NEXT YEAR? WOULD YOU SAY:

____ DEFINITELY YES
____ PROBABLY YES
____ DEFINITELY NO
____ PROBABLY NO
____ UNDECIDED

28. WHY?

Positive Factors:	Negative Factors:

Interviewer: Write out the respondent's answer in the space above. Then summarize that answer by placing a "+" next to the categories below that would contribute to a decision to remain in the school, and a "-" next to the categories that would contribute to a decision to leave.

____ a. The location
____ b. The curriculum
____ c. The other teachers
____ d. The principal
____ e. The facilities
____ f. The school resource staff
____ g. The parents
____ h. The neighborhood
____ i. The children
____ j. What the school does for children
____ k. Other (specify): __________ __________
____

29. IF A PARENT HAD THE CHOICE BETWEEN ENROLLING HER CHILD IN A CLASS IN THIS SCHOOL OR A CLASS IN ANOTHER SCHOOL IN THE AREA, FOR EXAMPLE ________ SCHOOL, WHAT WOULD YOUR ADVICE BE? WOULD YOU:

____ DEFINITELY RECOMMEND THIS SCHOOL
____ PROBABLY RECOMMEND THIS SCHOOL
____ PROBABLY RECOMMEND THE OTHER SCHOOL
____ DEFINITELY RECOMMEND THE OTHER SCHOOL
____ UNDECIDED

30. WHY?

Positive Factors:	Negative Factors:

Interviewer: Write out the respondent's answer in the space above. Then summarize that answer by placing a "+" next to the categories below that would contribute to a positive recommendation and a "-" next to the categories that would contribute to a negative recommendation.

____ a. Facilities

____ b. The curriculum

____ c. The principal

____ d. Quality of the teaching

____ e. Availability of special services

____ f. Other children in the school

____ g. The parents

____ h. What the school does for children

____ i. Other (specify): ______________ ______________

If respondent's not a PDC teacher, say: THANK YOU VERY MUCH FOR YOUR COOPERATION.

If respondent is a PDC teacher, continue with Question 31 below.

Part 7. Questions for PDC Teachers Only

31. HOW DID YOU HAPPEN TO TEACH IN PDC? WERE YOU ASSIGNED TO IT? DID YOU ASK TO BE ASSIGNED TO IT? WERE YOU INVITED OR RECRUITED TO TEACH IN IT? OR, WAS THERE SOME OTHER REASON FOR YOUR COMING TO PDC?

____ Respondent was assigned to teach in PDC.

____ Respondent asked to be assigned to PDC.

____ Respondent was invited or recruited to teach in PDC.

____ Other (specify): ________________

32. BY JUNE, HOW MANY YEARS WILL YOU HAVE TAUGHT IN PDC?

Number of years: _____

33. IF YOU HAD YOUR CHOICE WOULD YOU TEACH IN PDC NEXT YEAR? WOULD YOU SAY:

____ DEFINITELY YES
____ PROBABLY YES
____ PROBABLY NO
____ DEFINITELY NO
____ UNDECIDED

34. WHY?

Positive Factors:	Negative Factors:

Interviewer: Write out the respondent's answer in the space above. Then summarize that answer by placing a "+" next to the categories below that would contribute to a decision to remain in PDC, and a "-" next to the categories that would contribute to a decision to leave.

____ a. The location
____ b. The curriculum
____ c. The other teachers
____ d. The Head Start center director
____ e. The facilities
____ f. The workload
____ g. The resource staff provided by the program
____ h. The parents
____ i. The neighborhood
____ j. The children
____ k. The philosophy of PDC
____ l. The opportunity to travel and interact with other educators
____ m. The principal at the PDC school
____ n. Other (specify): ______________________________

____

35. IF A PARENT COULD ASK YOUR OPINION WOULD YOU ADVISE HER TO ENROLL HER CHILD IN A PDC CLASSROOM? WOULD YOU SAY:

____ DEFINITELY YES
____ PROBABLY YES
____ PROBABLY NO
____ DEFINITELY NO
____ UNDECIDED

36. WHY?

Positive Factors:	Negative Factors:

Interviewer: Write out the respondent's answer in the space above. Then summarize that answer by placing a "+" next to the categories below that would contribute to a positive recommendation and a "-" next to the categories that would contribute to a negative recommendation.

____ a. Facilities
____ b. The curriculum
____ c. The Head Start center director
____ d. Quality of the teaching
____ e. Availability of special services
____ f. Other children in the center
____ g. The parent program
____ h. The PDC philosophy
____ i. The principal at the PDC school
____ j. Other (specify): ______________ ______________

37. IS THERE ANYTHING ELSE YOU WOULD LIKE TO SAY ABOUT PDC?

THANK YOU FOR YOUR COOPERATION

Interviewer: Complete the ratings on the following pages.

GLOBAL RATINGS: TEACHER INTERVIEW

Complete these ratings as soon after the interview as possible, and in any event before the next interview. Do not ask the teachers these questions. The scales contain two contrasting statements. Based on the information that you gather from the interview indicate whether this teacher's classroom or approach more closely resembles the first statement (A), the second statement (B) or is somewhere in between the two.

Statement A	(Circle One)	Statement B
1. The teacher uses a highly sequenced & structured approach to teach language arts.	1 2 3 4 5	The teacher uses an unsequenced approach to teach language arts.
2. Children's language arts activities are structured for them by the teacher or by materials (e.g., workbooks).	1 2 3 4 5	Children participate in planning their own language arts activities.
3. During language arts time all of the class is engaged in the same or similar activities.	1 2 3 4 5	During these times children engage in different activities that either they or the teacher plan.
4. When children are learning language arts skills, the teacher works with the entire class as a group.	1 2 3 4 5	During these times the teacher works with individual children.
5. The teacher uses a highly sequenced & structured approach to teach math.	1 2 3 4 5	The teacher uses an unsequenced approach to teach math.
6. Children's math activities are structured for them by the teacher or by materials (e.g., workbooks).	1 2 3 4 5	Children participate in planning their own math activities.
7. During math time all of the class is engaged in the same or similar activities.	1 2 3 4 5	During these times the children engage in different activities that either they or the teacher plan.
8. When children are learning math skills, the teacher works with the entire class as a group.	1 2 3 4 5	During these times the teacher works with individual children.

9. The teacher was able to give a detailed & specific description of & rationale for the approach taken to teaching language arts & mathematics to different children.	1 2 3 4 5	Teacher was unable to give more than a superficial description of the rationale & approach used in these areas.
10. The teacher maintains specific & comprehensive records on each child that contain a variety of information, such as observations, test results, & work specimens.	1 2 3 4 5	The teacher's records for individual children are superficial, containing little more than test results & grades.
11. Teacher appears to have specific knowledge of individual children's strengths, needs, problems & interests related to language arts & math.	1 2 3 4 5	Teacher appears to have little knowledge of individual children's strengths, needs, problems & interests related to language arts & math.
12. Teacher varies instruction to build on strengths, satisfy needs, deal with problems, & capitalize on personal interests of individual children.	1 2 3 4 5	Teacher plans educational activities for the class as a whole & does not appear to vary instruction to accommodate individual children's strengths, needs, problems & interests.
13. Teacher has a specific system that she/he uses to identify students' strengths & problems in language arts & mathematics.	1 2 3 4 5	Teacher relies solely on informal observation to identify students' strengths & problems in language arts & mathematics.
14. Teacher appears to be sensitive to the affective needs of individual children & varies instruction accordingly.	1 2 3 4 5	Teacher appears to have little awareness of the affective needs of individual children.
15. Children's progress through instructional sequences, activities, or assignments is paced by children individually.	1 2 3 4 5	Children's progress through instructional sequences, activities, or assignments is paced by the class a whole.

16. The teacher was really concerned about & trying to individualize instruction as much as possible.	1	2	3	4	5	The teacher was not that concerned about or trying to individualize instruction in any way.
17. The teacher seemed to be making an effort to invite parents into the classroom.	1	2	3	4	5	The teacher seemed to make no effort to invite parents into the classroom.
18. The teacher involved parents in classroom activities.	1	2	3	4	5	Parents in the classroom did menial chores or just observed.
19. The teacher seemed to feel quite comfortable about having parents in the classroom.	1	2	3	4	5	The teacher seemed to feel quite uncomfortable about having parents in the classroom.
20. The teacher seemed to be trying to coordinate the children's home & school experiences.	1	2	3	4	5	The teacher did not seem to be making an effort to coordinate the children's home & school experiences.
21. The teacher was very concerned about involving parents in the classroom & was doing her best to encourage it.	1	2	3	4	5	The teacher was not that concerned about involving parents in the classroom & therefore did not seem to be doing anything to encourage it.

APPENDIX B

Spring 1979 Measures: The Classroom Observation System

IV. CLASSROOM OBSERVATION SYSTEM

Purpose of System

The Classroom Observation System developed in the evaluation of Project Developmental Continuity (PDC) was designed to provide a comprehensive picture of the instructional approach, classroom organization, and climate of PDC and comparison classrooms. As a whole, the system consists of three basic instruments. The first, the Classroom Environment Observation (CEO) was intended as a measure of the *quality of the classroom environment* that exists in PDC and comparison classrooms. The second instrument, the Classroom Activities Record (CAR), focuses on the general instructional approach used by the teacher over the course of one day: how much time is spent on various subjects, how children are grouped during the day, what materials they use, and so forth. The third component to the system, the Focused Observations, looks at how the teacher interacts with children--how she stimulates them intellectually, how she manages disruptions, and how she establishes and maintains a particular "climate" in the class.

Although these three instruments were designed to provide important information by themselves, they are also important for completing a set of "global ratings" that accompanies each. As their name implies, these ratings give general impressions of what observers have seen during the observation day . Observation systems often "lose the forest among the trees" by concentrating on very specific things. The purpose of the global ratings is to help prevent this from happening.

Description of System

The Classroom Observation System requires two full days of observation in each of the PDC and comparison classrooms. The first day is devoted to completing the CAR and the second day is devoted to the Focused Observations. The CEO, on the other hand, is completed during spare moments in either observation day. Global ratings are filled out after each observations instrument has been completed for a given classroom. A description of each observation instrument is provided in the following sections.

The Classroom Environment Observation (CEO)

A complete copy of the CEO can be found in Attachment 1. There are five parts to the actual observation form, followed by the global ratings. Each section asks the observer to descripe different characteristics of the classroom. As shown in Attachment 1 (Part A), for example, the observer describes the physical arrangements of the desks and tables in the room. In two other sections (Parts D and E) the observer not only describes what he/she sees, but also makes judgments about the diversity of what is seen. The observer completes global ratings at the end of the form in order to summarize his/her impressions of what was seen.

The Classroom Activities Record (CAR)

The CAR is designed to document the range and sequence of activities in the observed classrooms over the course of one entire day. Specifically, it asks the following questions:

> What kinds of lessons or activities occurred during the day?
>
> How are children grouped for these activities?
>
> What materials, if any were used, and by whom?
>
> Who chose the materials used?
>
> Who determined the pacing of activities/lessons?
>
> How much diversity of activity was there?
>
> How attentive were the children?
>
> How much disruption was there in class?

One CAR observation sheet is completed every 5 minutes throughout the school day (excluding recesses, gym and music, and lunch time). Each 5 minute observation period begins by focusing on the teacher and the children he or she is working with, then shifts to take in the behavior of other adults and children in the room.

Each column on the form represents a description of the activity engaged in by these different individuals. This description is made by entering coded answers to the questions listed down the left-hand side of the instrument.

There is also space for notes. There are certain behaviors or events which observers are asked to document in note form on the record. Additionally, they try to record any additional incidents, behaviors, interactions, statements, or events that relate to the major concerns of PDC:

- individualization of instruction;
- attention to the social-emotional development and affective needs of children;
- continuity across grades and between the school and home;
- maintenance of a multicultural perspective;
- integration of handicapped children into the classroom, with attention to their special needs;
- inclusion of health, nutrition and safety education in the school program; and
- parent involvement.

At the end of the observation day, observers complete a set of global ratings based on what they observed using the CAR. A complete copy of the CAR, including a sample of the global ratings form, is presented in Attachment 2.

Focused Observations

As mentioned earlier, the focused observation instruments were developed to gather information on the quality of interaction that exists in the classroom between the teacher and children. Among other things, the focused observations provide a picture of the kind of intellectual stimulation children receive, of the teacher's effectiveness in managing the classroom, and of the quality of classroom climate.

As illustrated in Attachment 3, there are three focused observation instruments: Focused Observation I, Focused Observation II and Focused Observation III. Each instrument is divided into two parts. The first part consists of a section for taking notes during observation. The second part of each instrument consists of summary ratings that are completed after each observation period. As with the CAR, global ratings are completed at the end of the observation day.

The focused observations are used during the second day of observations, after the Classroom Activities Record is completed. The use of these instruments requires an entire class day, from the time the children arrive until they are dismissed. Each instrument requires 15 minutes of observations. All three make up one cycle and after the three instruments have been completed, the observer goes back to Focused Observation I and repeats the cycle. As noted, at the end of the observation day, a set of global ratings are completed by the observer.

Focused Observation I: Intellectual Stimulation. This instrument focuses on the teacher and documents the quality of intellectual stimulation that children receive in the classroom. The items are designed to find out a number of things about the classroom:

- whether children are asked to expand or provide more information on or talk about an experience;
- whether the children are asked to explain or combine discrete facts into some kind of judgment or conclusion;
- Whether children are referred to other children or resources rather than given the right answers to questions or solutions to problems; or
- Whether the emphasis in the class is on getting children to understand and know the reasons behind the things they learn or on getting them to acquire factual information through rote memorization and drill.

Focused Observation II: Classroom Management. This focused observation documents how the teacher manages the classroom. The items are designed to find out:

- how much time the teacher spends managing behavior or telling children to stop what they are doing and get back to work; the nature and amount of misbehavior in the classroom;
- whether the teacher is able to handle interruptions without losing track or contact with what he/she was doing;
- whether classroom activities are kept running smoothly;

- whether children are kept waiting for directions, task assignments, materials or learning activities;
- whether the teacher gives children reasons for or tries to talk to them about why they are expected to behave in a certain way;
- whether the teacher seems calm and at ease, or becomes easily disturbed by classroom disruptions;
- whether children listen to and respect the teacher and tend to comply with her/his directives; and
- whether children and adults in the classroom are generally free to interact or communicate with each other without frequent interruptions.

Focused Observation III: Classroom Climate. Focused Observation III focuses on the class as a whole and notes the kind of climate that exists in the classroom. It provides information on the following:

- how much encouragement children receive in their work;
- whether children initiate interactions with the teacher;
- whether children are allowed to move around and interact socially in the classroom;
- whether children and adults seem interested and involved in the learning activities provided in the classroom;
- whether children are encouraged to express and discuss personal experiences, ideas, feelings, and opinions;
- whether opportunities are provided for children to work together, cooperate and learn from each other;
- whether all the children in the classroom are treated fairly and equally;
- where there is coordination of the children's home and school experiences;

- whether the teacher seems enthusiastic and really enjoys what she is doing;

- whether the teacher is affectionate and warm toward the children;

- whether handicapped children are encouraged to participate in all classroom activities;

- whether the teacher is sensitive to the special needs of handicapped children and is doing things to meet those needs;

- whether the teacher encourages bilingual/bicultural children, if any, to interact with their classroom peers and participate in all classroom activities;

- whether the teacher seems to value cultural differences and is promoting cultural understanding in the classroom; and,

- whether the teacher and other adults in the classroom seem interested in making children feel wanted, accepted, competent, and successful.

Attachment 1

CLASSROOM ENVIRONMENT OBSERVATION

Instructions. *Complete the checklist and ratings below during your two days of observation in the classroom. Use the space provided to describe any notable features of the room. The rating scales at the end of this form are to be used to summarize your impressions.*

Part A. Classroom Structure

1. What type of room is this? (Check one)

____ a. Enclosed single room.
____ b. Large open space separated by partitions.
____ c. Large open space without partitions.

Comments:

2. How are the children's desks/tables arranged?

____ a. Stationary desks and chairs.
____ b. Movable desks and chairs in well-defined rows.
____ c. Movable desks and chairs in small groups.
____ d. Seating at small tables--no desks and chairs.
____ e. Seating at desks--tables available as work space.

Comments:

Part B. Posted Information

Check all that apply:

____ 3. Activity sign-up sheets for children
____ 4. Children's progress charts
____ 5. Activity sign-up sheets for parents
____ 6. Special services sign-up sheets for parents
____ 7. Posted announcements/information for parents
____ 8. Calendar of community activities/events.
____ 9. Health, nutrition, and safety information
____10. Other posted information (specify): ______________________

Comments:

Part C. Displays/Posters/Exhibits

In each category note the number of displays, posters, or exhibits that contain objects that are predominantly produced commercially, by the teacher, or by children. Refer to the manual for definitions.

		# Commercial	# Teacher-made	# Child-made
11.	Health, nutrition & safety			
12.	Ethnic displays			
13.	Holiday/seasons displays			
14.	Language arts			
15.	Mathematics			
16.	Science			
17.	Social studies			
18.	Arts and crafts			
19.	Other child projects	X	X	
20.	Other (specify): __________			

Comments:

Part D. Areas of the Classroom

Check each area that can be found in this classroom. For each learning area that is checked, judge the diversity of the materials that are contained within it. See the manual for criteria for these latter ratings.

			Diversity of Materials		
___	21.	Language arts area(s)	Low	Medium	High
___	22.	Mathematics area(s)	Low	Medium	High
___	23.	Science area(s)	Low	Medium	High
___	24.	Social studies area(s)	Low	Medium	High
___	25.	Music area(s)	Low	Medium	High
___	26.	Art area(s)	Low	Medium	High
___	27.	Drama area(s)	Low	Medium	High
___	28.	Ethnic/multicultural area(s)	Low	Medium	High
	29.	Other child learning areas (specify)			
___		a. ______________________________	Low	Medium	High
___		b. ______________________________	Low	Medium	High
___		c. ______________________________	Low	Medium	High
___	30.	Parent work areas			
___	31.	Storage areas for individual children's work			

Comments:

Part E. Instructional Materials

Check each type of material that can be found in the classroom. For each category that you check also judge the diversity of the materials contained in that category. Refer to the manual for definitions and rating criteria.

			Diversity of Materials		
___	32.	Commercial textbooks/workbooks	Low	Medium	High
___	33.	Science/math equipment	Low	Medium	High
___	34.	Games and puzzles	Low	Medium	High
___	35.	Exploratory/constructive materials	Low	Medium	High
___	36.	Teacher made learning materials	Low	Medium	High
___	37.	Instructional equipment that children can use alone (for example, learning machines, tape recorders with headphones)	Low	Medium	High

		Diversity of Materials		
___	38. Instructional materials for health, nutrition, or safety.	Low	Medium	High
___	39. Multicultural materials	Low	Medium	High
___	40. Materials geared for use with handicapped children	Low	Medium	High
___	41. Other (specify): ______________	Low	Medium	High

Comments:

GLOBAL RATINGS: CLASSROOM ENVIRONMENT OBSERVATION

Complete these ratings after you have completed the Classroom Environment Observation form. The scales contain two contrasting statements. Based on your observations decide whether this classroom more closely resembles the first statement (A), the second statement (B), or is somewhere in between the two. Circle your answer.

Statement A	(Circle One)	Statement B
1. Materials were neatly arranged and well organized.	1 2 3 4 5	Materials were disorganized; the classroom seemed cluttered.
2. The displayed children's work/products reflected diversity of content, theme, or approach.	1 2 3 4 5	The displayed children's work/products did not vary in content, theme, or approach.
3. The classroom seemed spacious.	1 2 3 4 5	The classroom seemed crowded.
4. The classroom was attractive/colorful.	1 2 3 4 5	The classroom was dull and colorless.
5. The classroom provided a stimulating environment for learning.	1 2 3 4 5	The classroom did not provide a stimulating environment for learning.
6. It was apparent that the teacher valued cultural differences highly and seemed to be doing his/her best to promote cultural understanding.	1 2 3 4 5	It was apparent that the teacher placed a low value on cultural differences and did not seem to be doing much to promote cultural understanding in the classroom.
7. Materials were easily accessible to children.	1 2 3 4 5	Materials were out of the children's reach.
8. The teacher seemed to be making an effort to invite parents into the classroom.	1 2 3 4 5	There was no evidence in the room of the teacher doing anything to encourage parents participating in the class.
9. Support for multicultural learning and understanding was very evident in the environment.	1 2 3 4 5	There was no evidence in the classroom of multicultural learning activities.

Statement A	(Circle One)	Statement B
10. There was considerable evidence of physical accommodations for handicapped children.	1 2 3 4 5 NA	There was no evidence of physical accommodations for handicapped children.
11. There was considerable evidence in wall displays, etc. of children pursuing their own interests, hobbies, or projects.	1 2 3 4 5	There was no evidence of children pursuing their own interests or hobbies.
12. There was considerable evidence in the room of an emphasis on health, nutrition, and safety instruction.	1 2 3 4 5	There was no evidence of health, nutrition, or safety instruction.

CLASSROOM ACTIVITIES RECORD

	TEACHER	ADULT II T P ST A RS O	ADULT III T P ST A RS O	CHILDREN WORKING INDEPENDENTLY		ADDITIONAL CHILDREN
1. Reasons for ADULTS NOT INTERACTING with children.	DC HM OB CI O	DC HM OB GP CI O	DC HM OB GP CI O			
2. What was the SUBJECT/CONTENT of the activity?	Code: ____ C→	Code: ____ C→	Code: ____ C→	Code: ____	Code: ____	SUBJECT/CONTENT Code: ____
3. How were the children GROUPED?	LG SG S D #____ IN S D	LG SG S D #____ IN S D T A	LG SG S D #____ IN S D T	LG SG #____ IN #____	SG #____ IN #____	GROUPING SG # ____ IN # ____
4. What were the grouping CRITERIA?	HI HE M BL AH LO LD	HI HE M BL AH LO LD	HI HE M BL AH LO LD	HI HE M BL AH LO LD	HI HE M BL AH LO LD	CRITERIA HI HE M BL AH LO LD
5. What materials were USED?	PP BM AV EC T F LM N WB BB GP	PP BM AV EC T F LM N WB BB GP	PP BM AV EC T F LM N WB BB GP	PP BM AV EC T F LM N WB BB GP	PP BM AV EC T F LM N WB BB GP	MATERIALS Code: ____
6. Who CHOSE the materials?	AD CH	AD CH	AD CH	AD CH	AD CH	CHOICE AD CH
7. Who USED the materials?	T S I A	T S I A	T S I A			SUBJECT/CONTENT Code: ____
8. What was the DIVERSITY OF ACTIVITY within the group?	HI M LO	HI M LO	HI M LO	HI M LO	HI M LO	GROUPING SG # ____ IN # ____
9. Who determined the PACING within the activity?	AD CH	AD CH	AD CH			CRITERIA HI HE M BL AH LO LD
10. What was the CHILDREN'S ATTENTION to the activity?	HI M LO	HI M LO	HI M LO	HI M LO	HI M LO	MATERIALS Code: ____
11. How much DISRUPTION was there?	HI M LO	HI M LO	HI M LO	HI M LO	HI M LO	CHOICE AD CH

B-13

Children Leaving Classroom
#_____ Reason:
SE DC P
HS LRC O

Activity:

NOTES

Time:

KEY

ADULTS

T - Teacher
A - Aide
P - Parent
RS - Resource staff
ST - Student teacher
O - Other adult

1. REASONS FOR ADULTS NOT INTERACTING WITH CHILDREN

OC - Out of classroom
GP - Grading papers
MM - Making materials
Cl - Clean-up/housekeeping
Ob - Observing
O - Other

2. WHAT WAS THE SUBJECT/CONTENT OF THE ACTIVITY?

AA - Announcements/assignments/directions/attendance/organization
DI - Discipline

SP - Spelling/phonics
R - Reading
OL - Oral language/show and tell
EW - Expressive writing
WM - Writing mechanics/punctuation/handwriting
SL - Second language
FL - First language instruction other than English

M - Math
S - Science
SS - Social studies
AC - Arts and crafts
DR - Drama
M - Music/movement/dance

PR - Projects
Pl - Play
GD - Other group discussion
HK - Housekeeping/clean-up/chores

O - Other

3. HOW WERE THE CHILDREN GROUPED?

LG - Large group (> ½ class)
SG - Small group
IN - Individuals (1-2 children)
S - Same group/child as last period
D - Different group/child from last period
T - Adult working with same group/child as the teacher in column 1
AII or AIII - Adult working with same group/child as the other adult in class

4. WHAT WERE THE GROUPING CRITERIA?

HI - High ability group
M - Medium ability group
L - Low ability group
HE - Heterogeneous ability grouping
BL - Bilingual/bicultural group
LD - Learning disabled/handicapped group
AH - Ad hoc grouping/random grouping

5. WHAT MATERIALS WERE USED?

PP - Paper and pencil
T - Commercial textbooks/readers
WB - Workbooks/worksheets
BM - Other books/magazines
F - Flashcards
BB - Blackboard
AV - Audiovisual
LM - Learning machines
GP - Games/puzzles
EC - Exploratory/constructive
N - None

REASONS FOR CHILDREN LEAVING THE CLASSROOM

SE - Special education services
HS - Health services
OC - Other classroom
LRC - Learning resource center/library
P - Parent activity
O - Other (specify)

6. WHO CHOSE THE MATERIALS?

AD - Adult
CH - Children

7. WHO USED THE MATERIALS?

T - Teacher only
1 - One child at a time
S - Some children
A - All children

8. WHAT WAS THE DIVERSITY OF ACTIVITY WITHIN THE GROUP?

HI - High diversity
M - Moderate diversity
LO - Low diversity

9. WHO DETERMINED THE PACING WITHIN THE ACTIVITY?

AD - Adult
CH - Children

10. WHAT WAS THE CHILDREN'S ATTENTION TO THE ACTIVITY?

HI - High
M - Moderate
LO - Low

11. HOW MUCH DISRUPTION WAS THERE?

HI - High
M - Moderate
LO - Low

GLOBAL RATINGS: CLASSROOM ACTIVITIES RECORD

Complete these ratings as soon after the Classroom Activities Record Observation as possible, and in any event before the next observation. Do not ask the teachers these questions. The scales contain two contrasting statements. Based on the information that you gather from the observation, indicate whether this teacher's classroom or approach more closely resembles the first statement (A), the second statement (B), or is somewhere in between the two.

Statement A	(Circle One)	Statement B
1. The teacher relies only on highly sequenced and structured materials and methods to teach language arts.	1 2 3 4 5	The teacher uses an unsequenced approach to teach language arts.
2. Children's language arts activities are structured for them by the teacher or by materials (e.g., workbooks).	1 2 3 4 5	Children participate in planning their own language arts activities, or have choices about which activities they engage in.
3. During language arts time all of the class is engaged in the same or similar activities.	1 2 3 4 5	During these times children engage in different activities that either they or the teacher plan.
4. When children are learning language arts skills, the teacher works with the entire class as a group.	1 2 3 4 5	During these times the teacher works with individual children.
5. The teacher relies only on highly sequenced and structured materials and methods to teach math.	1 2 3 4 5	The teacher uses an unsequenced approach to teach math.
6. Children's math activities are structured for them by the teacher or by materials (e.g., workbooks).	1 2 3 4 5	Children participate in planning their own math activities.
7. During math time all of the class is engaged in the same or similar activities.	1 2 3 4 5	During these times the children engage in different activities that either they or the teacher plan.

Statement A	(Circle One)	Statement B
8. When children are learning math skills, the teacher works with the entire class as a group.	1 2 3 4 5	During these times the teacher works with individual children.
9. Children's progress through instructional sequences, activities or assignments is paced by children individually.	1 2 3 4 5	Children's progress through instructional sequences, activities or assignments is paced by the class as a whole.
10. The teacher spent very little time controlling misbehavior or keeping children on task.	1 2 3 4 5	Teacher spent most of the time controlling misbehavior.
11. Teacher generally caught misbehaviors in time so that they rarely spread or increased in seriousness.	1 2 3 4 5	Teacher rarely acted to prevent misbehaviors from spreading or increasing in seriousness.
12. The teacher demonstrated great ability for dealing with more than one thing at a time. Interruptions rarely made him/her lose all contact with what he/she was doing.	1 2 3 4 5	Teacher was unable to deal with more than one thing at a time. Interruptions frequently made him/her lose all contact with what he/she was doing.
13. The teacher kept classroom activities running smoothly. He/she rarely interrupted with sudden changes in topics and directions.	1 2 3 4 5	Teacher did not keep classroom activities running smoothly. He/she frequently interrupted with sudden changes in topics and directions.
14. The teacher rarely kept children waiting for directions, task assignments, or materials.	1 2 3 4 5	Teacher frequently made children wait for directions, task assignments or materials.
15. The teacher used a variety of techniques to control misbehaviors, such as appeals, threats, isolation, diversions, and underplay.	1 2 3 4 5	Teacher always used the same technique to control misbehavior.
16. The teacher's instructional mode was predominantly one of instructing/directing.	1 2 3 4 5	The teacher's instructional mode was predominantly one of questioning and providing feedback.

Statement A	(Circle One)	Statement B
17. Children were allowed to interact socially most of the time in the classroom.	1 2 3 4 5	Children were never allowed to interact socially except during recess or play periods.
18. There were many opportunities for, or much encouragement of, peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.	1 2 3 4 5	There were no opportunities or encouragement for peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.
19. Children were encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.	1 2 3 4 5	Children were not encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.
20. There were many opportunities during the day for children to pursue their own interests, or develop interests, hobbies, etc.	1 2 3 4 5	There were no opportunities during the day for children to pursue their own interests.
21. The teacher supported and encouraged bilingual/bicultural children to participate in peer social interaction.	1 2 3 4 5	The teacher did not really support or encourage bilingual/bicultural children to participate in peer social interaction.
22. It was apparent that the teacher valued cultural differences highly and seemed to be doing his/her best to promote cultural understanding in the classroom.	1 2 3 4 5	It was apparent that the teacher placed a low value on cultural differences and did not seem to be doing much to promote cultural understanding in the classroom.
23. All of the classroom children were involved in multicultural activities that occurred.	1 2 3 4 5	Only ethnic group children were involved in multicultural activities that occurred.
24. The classroom daily routine seemed clear to the children; they seemed to know and understand it and were able to predict changes.	1 2 3 4 5	Children seemed to be confused about the routine for the day; they seemed not to know it, understand it, or be able to predict changes.

Statement A	(Circle One)	Statement B
25. Children spent very little time waiting for activities to begin, for directions, and for instructions.	1 2 3 4 5	Children spent a great deal of time waiting.
26. For the most part, this was a very well managed classroom.	1 2 3 4 5	For the most part, this was a very poorly managed classroom.
27. The teacher encouraged children to work together or obtain instructional help from their peers.	1 2 3 4 5	The teacher discouraged children from working together or obtaining help from their peers.
28. Children frequently initiated interactions with the teacher.	1 2 3 4 5	Children never initiated interactions with the teacher.
29. Parents seemed to feel comfortable in the classroom.	1 2 3 4 5	Parents did not seem to feel comfortable in the classroom.
30. Parents in the classroom were listened to and respected by children.	1 2 3 4 5	Parents in the classroom were not listened to or respected by children.
31. The classroom was a very stimulating place for learning.	1 2 3 4 5	The classroom was dull and not particularly stimulating.
32. Adults and children in the classroom had no problem making themselves heard.	1 2 3 4 5	Adults and children in this classroom had a very hard time making themselves heard.
33. The teacher was affectionate and warm toward the children.	1 2 3 4 5	The teacher was cold or unfriendly toward the children.
34. The aide was affectionate and warm toward the children.	1 2 3 4 5	The aide was cold or unfriendly toward the children.
35. Children in the classroom received a great deal of encouragement from the teacher in their work.	1 2 3 4 5	Children in the classroom received little encouragement from the teacher.
36. The teacher seemed calm and at ease; he/she did not become easily disturbed by classroom situations.	1 2 3 4 5	The teacher seemed uneasy; he/she became easily distracted by classroom situations.

Statement A	(Circle One)	Statement B
37. For the most part, all children in the classroom were treated fairly and equitably.	1 2 3 4 5	It seemed evident that the teacher had "favorites" who were treated differently from other children.
38. There seemed to be a high degree of interest and involvement in learning on the part of adults and children in this classroom.	1 2 3 4 5	There seemed to be a general lack of interest or involvement in learning in this class.
39. The adults in this classroom seemed to go out of their way to make all children feel wanted and accepted.	1 2 3 4 5	The adults in this classroom seemed to make no effort to make children feel wanted and accepted.
40. The adults in this classroom seemed to go out of their way to make all children feel competent and successful.	1 2 3 4 5	The adults in this classroom seemed to make no effort to make children feel competent and successful.
41. The teacher seemed to be very well respected and listened to by the children.	1 2 3 4 5	The teacher did not seem to be respected or listened to by the children.
42. The classroom aide seemed to be very well respected and listened to by the children.	1 2 3 4 5	The classroom aide did not seem to be respected and listened to by the children.
43. The teacher encouraged and supported participation of handicapped children in the full range of classroom activities.	1 2 3 4 5 NA	The teacher did not really support or encourage participation of handicapped children in classroom activities.
44. It was apparent that the teacher was very sensitive to the special needs of handicapped children and was therefore doing a variety of things to meet those needs.	1 2 3 4 5 NA	It was apparent that the teacher was not sensitive to the special needs of handicapped children and therefore was not doing anything to really meet those needs.
45. Handicapped children received all their instruction inside the classroom.	1 2 3 4 5 NA	Handicapped children received almost no instruction in the classroom.
46. The teacher and the aide seemed to relate and work together extremely well.	1 2 3 4 5	The teacher and the aide seemed to have problems relating and working together.

Attachment 3

FOCUSED OBSERVATION I

Intellectual Stimulation

Notes

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1. Does the teacher ask children to expand on what they say?

2. Does the teacher ask children to make inferences, give reasons, make judgments, draw conclusions, or analyze?

3. Does the teacher give children the answers to questions and problems or does she/he ask them to figure things out for themselves?

4. Does the teacher ask children to seek the help of other children or to consult other resources for help in answering questions or resolving problems?

5. Is the teacher primarily interested in getting children to repeat or give facts, or is she/he more interested in getting children to understand why things are the way they are?

FOCUSED OBSERVATION I

Summary Ratings

Statement A	(Circle One)	Statement B
1. The teacher often probed children's statements/ responses, asked them to extend or amplify them or explored the child's reason for an incorrect response.	1 2 3 4 5 CR	The teacher rarely probed children's statement/responses. but instead dropped the conversation, asked another child or provided correct answers to the child.
2. The teacher encouraged children to work together and seek help from each other.	1 2 3 4 5 CR	The teacher rarely asked children to work together or seek help from each other.
3. The teacher often asked children to consult resources other than herself or classroom peers for help in answering questions or resolving problems.	1 2 3 4 5 CR	The teacher rarely asked children to consult resources other than herself or classroom peers for help in answering questions or resolving problems.
4. Most of the teacher's questions asked children to make inferences, give reasons, draw conclusions, make judgments or analyze.	1 2 3 4 5 CR	Most of the teacher's questions were asking children to give or repeat facts.
5. The teacher encouraged children to figure things out for themselves and rely on their own personal resources.	1 2 3 4 5 CR	The teacher rarely encouraged children to figure things out for themselves and rely on their own personal resources.
6. The teacher seemed primarily interested in getting children to understand the why of things rather than acquire a lot of facts.	1 2 3 4 5 CR	The teacher seemed primarily interested in getting children to acquire a lot of facts rather than understand the why of things.

FOCUSED OBSERVATION II

Classroom Management

Notes

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1. Does the teacher spend a lot of time managing behavior or keeping children on task?

2. Are misbehaviors or classroom disruptions mostly of the "talking too much" variety or are they of the more serious kind such as fighting, arguing or running?

3. Is the teacher able to handle interruptions and still keep calm and aware of what is going on in the classroom?

4. Does the teacher keep classroom activities running smoothly without too many interruptions or a lot of waiting.

5. Do the children have to wait a long time for directions, assignments, materials, or learning activities?

6. How effective is the teacher in dealing with disruptions or misbehaviors?

7. Does the teacher prefer to reason or talk to the children about misbehaviors or disruptions or does she/he rely more on threats, commands and other techniques of control?

FOCUSED OBSERVATION II

Summary Ratings

Statement A	(Circle one)	Statement B
1. The teacher spent very little time controlling misbehaviors or keeping children on task.	1 2 3 4 5 CR	The teacher spent most of the time controlling misbehaviors or keeping children on task.
2. The teacher generally caught misbehaviors in time so that they rarely spread or increased in seriousness.	1 2 3 4 5 CR	The teacher rarely acted to prevent misbehaviors from spreading or increasing in seriousness.
3. The teacher demonstrated great ability for dealing with more than one thing at a time. Interruptions rarely made her lose all contact with what he/she was doing.	1 2 3 4 5 CR	The teacher was unable to deal with more than one thing at a time. Interruptions frequently made him/her lose all contact with what he/she was doing.
4. The teacher kept classroom activities running smoothly without frequent delays or disruptions.	1 2 3 4 5 CR	The teacher did not keep classroom activities running smoothly. Delays and interruptions were frequent.
5. The teacher rarely kept children waiting for directions, task assignments, materials or for classroom activities to begin.	1 2 3 4 5 CR	The teacher frequently made children wait for directions, task assignments or materials or for classroom activities to begin.
6. The teacher preferred to reason or talk to the children about misbehaviors or disruptions.	1 2 3 4 5 CR	The teacher tended to rely more on commands, threats and other techniques of behavior control and less on giving reasons or talking to children about misbehaviors or disruptions.
7. Adults nd children in the classroom had no problem making themselves heard.	1 2 3 4 5 CR	Adults and children in this classroom had a very hard time making themselves heard.
8. The teacher seemed calm and at ease; he/she did not become easily disturbed by classroom situations.	1 2 3 4 5 CR	The teacher seemed uneasy; he/she became easily distracted by classroom situations.

Statement A	(Circle one)	Statement B
9. The teacher seemed to be very well respected and listened to by the children.	1 2 3 4 5 CR	The teacher did not seem to be respected or listened to by the children.
10. The children were very cooperative in doing what was expected of them.	1 2 3 4 5 CR	The children were not cooperative, and for the most part did what they pleased.
11. For the most part, this is a well-managed classroom.	1 2 3 4 5 CR	For the most part, this is a very poorly-managed classroom.

FOCUSED OBSERVATION III

Classroom Climate

Notes

1. Are the children encouraged a lot?

2. Are the children treated fairly and equitably?

3. Is there a lot of interest and involvement in learning activities?

4. Are the children made to feel competent?

5. Are the children allowed to interact socially?

6. Are the experiences of children outside the school taken into account in the classroom?

7. Do the children volunteer experiences, opinions or ideas without being asked?

8. Are the children allowed to move freely around the room and work at places other than assigned seats?

FOCUSED OBSERVATION III

Summary Ratings

Statement A	(Circle One)	Statement B
1. Children in the classroom received a great deal of encouragement from the teacher in their work.	1 2 3 4 5 CR	Children in the classroom received little encouragement from the teacher.
2. Children frequently initiated interactions with the teacher.	1 2 3 4 5 CR	Children never initiated interactions with the teacher.
3. The children seemed interested in and attentive to the learning activities provided.	1 2 3 4 5 CR	The children seemed to lack interest and attention during learning activities.
4. Children were allowed to interact socially most of the time in the classroom.	1 2 3 4 5 CR	Children were never allowed to interact socially except during recess or play periods.
5. Children were encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.	1 2 3 4 5 CR	Children were not encouraged to express and discuss personal experiences, ideas, feelings, thoughts.
6. There were many opportunities or much encouragement of peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.	1 2 3 4 5 CR	There were no opportunities or encouragement for peer teaching joint efforts, cooperation on learning tasks, group projects, etc.
7. For the most part, all children in the classroom were treated fairly and equitably.	1 2 3 4 5 CR	It seemed evident that the teacher had "favorites" who were treated differently from other children.
8. The teacher seemed to be trying to coordinate the children's home and school experiences.	1 2 3 4 5 CR	The teacher did not seem to be making an effort to coordinate the children's home and school experiences.
9. The teacher seemed extremely enthusiastic; he/she seemed to really enjoy teaching.	1 2 3 4 5 CR	The teacher did not seem to enjoy what he/she was doing.

Statement A	(Circle One)	Statement B
10. The teacher was affectionate and warm toward the children.	1 2 3 4 5 CR	The teacher was cold or unfriendly toward the children.
11. The teacher encouraged and supported participation of handicapped children in the full range of activities.	1 2 3 4 5 NA CR	The teacher did not really support or encourage participation of handicapped children in classroom activities.
12. It was apparent that the teacher was very sensitive to the special needs of handcapped children and was therefore doing a variety of things to meet those needs.	1 2 3 4 5 NA CR	It was apparent that the teacher was not sensitive to the special needs of handicapped children and therefore was not doing anything to really meet those needs.
13. The teacher supported and encouraged bilingual/bicultural children to participate in peer social interaction.	1 2 3 4 5 NA CR	The teacher did not really support and encourage bilingual/bicultural children to participate in peer social interaction
14. It was apparent that the teacher valued cultural differences highly and seemed to be doing his/her best to promote cultural understanding in the classroom.	1 2 3 4 5 CR	It was apparent that the teacher placed a low value on cultural differences and did not seem to be doing much to promote cultural understanding in the classroom.
15. There seemed to be a high degree of interest and involvement in learning activities on the part of adults and children in this classroom.	1 2 3 4 5 CR	There seemed to be a general lack of interest or involvement in learning activities in this class.
16. The adults in this classroom seemed to go out of their way to make children feel wanted and accepted.	1 2 3 4 5 CR	The adults in this classroom seemed to make no effort to make all children feel wanted and accepted.
17. The adults in this classroom seemed to go out of their way to make children feel competent and successful.	1 2 3 4 5 CR	The adults in this classroom seemed to make no effort to make all children feel competent and successful.

GLOBAL RATINGS: FOCUSED OBSERVATIONS

Complete these ratings as soon after the focused observations as possible, and in any event before the next observation. Refer to the summaries that you completed after each focused observation to guide you in these judgments. Based on the information and impressions that you gathered from the observations indicate whether this teacher's classroom or approach more closely resembles the first statement (A), the second statement (B), or is somewhere in between the two. Circle your answer.

Statement A	(Circle One)	Statement B
1. The teacher often probed children's statements/responses, asked them to extend or amplify them or explored the child's reason for an incorrect response.	1 2 3 4 5	The teacher rarely probed children's statement/responses, but instead dropped the conversation, asked another child or provided correct answers to the child.
2. The teacher encouraged children to work together and seek help from each other.	1 2 3 4 5	The teacher rarely asked children to work together or seek help from each other.
3. The teacher often asked children to consult resources other than herself or classroom peers for help in answering questions or resolving problems.	1 2 3 4 5	The teacher rarely asked children to consult resources other than herself or classroom peers for help in answering questions or resolving problems.
4. Most of the teacher's questions asked children to make inferences, give reasons, draw conclusions, make judgments or analyze.	1 2 3 4 5	Most of the teacher's questions were asking children to give or repeat facts.
5. The teacher encouraged children to figure things out for themselves and rely on their own personal resources.	1 2 3 4 5	The teacher rarely encouraged children to figure things out for themselves and rely on their own personal resources.
6. The teacher seemed primarily interested in getting children to understand the why of things rather than acquire a lot of facts.	1 2 3 4 5	The teacher seemed primarily interested in getting children to acquire a lot of facts rather than understand the why of things.

Statement A	(Circle One)	Statement B
7. The teacher spent very little time controlling misbehaviors or keeping children on task.	1 2 3 4 5	The teacher spent most of the time controlling misbehaviors or keeping children on task.
8. Teacher generally caught misbehaviors in time so that they rarely spread or increased in seriousness.	1 2 3 4 5	Teacher rarely acted to prevent misbehaviors from spreading or increasing in seriousness.
9. The teacher demonstrated great ability for dealing with more than one thing at a time. Interruptions rarely made him/her lose all contact with what he/she was doing.	1 2 3 4 5	Teacher was unable to deal with more than one thing at a time. Interruptions frequently made him/her lose all contact with what he/she was doing.
10. The teacher kept classroom activities running smoothly without frequent delays or disruptions.	1 2 3 4 5	Teacher did not keep classroom activities running smoothly. Delays and interruptions were frequent.
11. The teacher rarely kept children waiting for directions, task assignments, materials.	1 2 3 4 5	Teacher frequently made children wait for directions, task assignments or materials.
12. The teacher preferred to reason or talk to the children about misbehaviors or disruptions.	1 2 3 4 5	The teacher tended to rely more on commands, threats and other techniques of behavior control and less on giving reasons or talking to children about misbehaviors or disruptions.
13. Adults and children in the classroom had no problem making themselves heard.	1 2 3 4 5	Adults and children in this classroom had a very hard time making themselves heard.
14. The teacher seemed calm and at ease; he/she did not become easily disturbed by classroom situations.	1 2 3 4 5	The teacher seemed uneasy; he/she became easily distracted by classroom situations.
15. The teacher seemed to be very well respected and listened to by the children.	1 2 3 4 5	The teacher did not seem to be respected or listened to by the children.

Statement A	(Circle One)	Statement B
16. The children were very cooperative in doing what was expected of them.	1 2 3 4 5	Children were not cooperative, and for the most part did what they pleased.
17. For the most part, this is a well managed classroom.	1 2 3 4 5	For the most part, this is a very poorly managed classroom.
18. Children in the classroom received a great deal of encouragement from the teacher in their work.	1 2 3 4 5	Children in the classroom received little encouragement from the teacher.
19. Children frequently initiated interactions with the teacher.	1 2 3 4 5	Children never initiated interactions with the teacher.
20. The children seemed interested in and attentive to the learning activities provided.	1 2 3 4 5	The children seemed to lack interest and attention during learning activities.
21. Children were allowed to interact socially most of the time in the classroom.	1 2 3 4 5	Children were never allowed to interact socially except during recess or play periods.
22. Children were encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.	1 2 3 4 5	Children were not encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.
23. There were many opportunities or much encouragement of peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.	1 2 3 4 5	There were no opportunities or encouragement for peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.
24. For the most part, all children in the classroom were treated fairly and equitably.	1 2 3 4 5	It seemed evident that the teacher had "favorites" who were treated differently from other children.
25. The teacher seemed to be trying to coordinate the children's home and school experiences.	1 2 3 4 5	The teacher did not seem to be making an effort to coordinate the children's home and school experiences.

Statement A	(Circle One)	Statement B
26. The teacher seemed extremely enthusiastic; he/she seemed to really enjoy teaching.	1 2 3 4 5	The teacher did not seem to enjoy what he/she was doing.
27. The teacher was affectionate and warm toward the children.	1 2 3 4 5	The teacher was cold or unfriendly toward the children.
28. The teacher encouraged and supported participation of handicapped children in the full range of classroom activities.	1 2 3 4 5 NA	The teacher did not really support or encourage participation of handicapped children in classroom activities.
29. It was apparent that the teacher was very sensitive to the special needs of handicapped children and was therefore doing a variety of things to meet those needs.	1 2 3 4 5 NA	It was apparent that the teacher was not sensitive to the special needs of handicapped children and therefore was not doing anything to really meet those needs.
30. The teacher supported and encouraged bilingual/bicultural children to participate in peer social interaction.	1 2 3 4 5	The teacher did not really support and encourage bilingual/bicultural children to participate in peer social interaction.
31. It was apparent that the teacher valued cultural differences highly and seemed to be doing his/her best to promote cultural understanding in the classroom.	1 2 3 4 5	It was apparent that the teacher placed a low value on cultural differences and did not seem to be doing much to promote cultural understanding in the classroom.
32. There seemed to be a high degree of interest and involvement in learning activities on the part of adults and children in this classroom.	1 2 3 4 5	There seemed to be a general lack of interest or involvement in learning in this class.
33. The adults in this classroom seemed to go out of their way to make children feel wanted and accepted.	1 2 3 4 5	The adults in this classroom seemed to make no effort to make all children feel wanted and accepted.
34. The adults in this classroom seemed to go out of their way to make children feel competent and successful.	1 2 3 4 5	The adults in this classroom seemed to make no effort to make all children feel competent and successful.

APPENDIX C

Descriptive Summaries for Items of the Spring 1979 Teacher Interview

Table C-1

Descriptive Summary of the Spring 1979 Teacher Interview, Part 1: Teacher Background

1. Number and percentage of teachers with full-time teaching experience, by various grade levels (n=283)*:

		N	%
Head Start	T:	*42*	*14.8*
	P:	25	8.8
	C:	17	6.0
Other Preschool	T:	*31*	*10.9*
	P:	17	6.0
	C:	14	4.9
Kindergarten	T:	*91*	*32.1*
	P:	42	14.8
	C:	49	17.3
Grades 1-3	T:	*241*	*85.1*
	P:	100	35.3
	C:	141	49.8
Grades 4-6	T:	*75*	*26.5*
	P:	30	10.6
	C:	45	15.9
Secondary	T:	*15*	*5.3*
	P:	7	2.5
	C:	8	2.8
Other	T:	*25*	*8.8*
	P:	14	4.9
	C:	11	3.9

Percentage of teachers with prior experience at each grade level, by the number of years' experience at that level (table entries are percentages of total respondents for that column):

Years		Head Start	Other Preschool	Kindergarten	Grades 1-3	Grades 4-6	Secondary	Other
1	T:	*31.0*	*45.2*	*24.2*	*7.9*	*36.0*	*33.3*	*32.0*
	P:	20.0	41.2	30.9	11.0	43.4	42.8	28.7
	C:	47.1	50.0	18.4	5.7	31.1	25.0	36.4
2-3	T:	*23.6*	*41.9*	*27.4*	*21.3*	*37.4*	*53.3*	*44.0*
	P:	28.0	47.0	30.9	24.0	23.4	57.2	42.9
	C:	17.6	35.8	24.4	19.2	46.8	50.0	45.4

Note: Item numbers correspond to the item numbers in the spring 1979 Teacher Interview form.

*Percentages for this item may add to more than 100%, since more than one response category can be used.

T = Total *(italics)*; P = PDC; C = Comparison

Table C-1
(continued)

Percentage of teachers with prior experience at each grade level, by the number of years' experience at that level (table entries are percentages of total respondents for that column) (cont.):

Years		Head Start	Other Preschool	Kindergarten	Grades 1-3	Grades 4-6	Secondary	Other
4-5	T:	*19.0*	*9.7*	*22.0*	*15.8*	*10.7*	*0*	*8.0*
	P:	16.0	11.8	14.3	15.0	10.0	0	7.1
	C:	23.5	7.1	28.6	16.4	11.1	0	9.1
6-10	T:	*19.2*	*3.2*	*12.1*	*22.0*	*10.7*	*6.7*	*16.0*
	P:	28.0	0	16.7	22.0	13.3	0	21.3
	C:	5.9	7.1	8.2	22.2	8.8	12.5	9.1
11-15	T:	*7.2*	*0*	*5.5*	*11.5*	*2.6*	*6.7*	*0*
	P:	8.0	0	2.4	13.0	6.6	0	0
	C:	5.9	0	8.2	10.5	0	12.5	0
16-30	T:	*0*	*0*	*6.6*	*19.5*	*2.6*	*0*	*0*
	P:	0	0	4.8	15.0	3.3	0	0
	C:	0	0	8.2	22.5	2.2	0	0
More Than 30	T:	*0*	*0*	*2.2*	*2.0*	*0*	*0*	*0*
	P:	0	0	0	0	0	0	0
	C:	0	0	4.0	3.5	0	0	0

2. Years taught at present school or center (n=278)*:

		N	%
1	T:	*42*	*15.1*
	P:	20	16.7
	C:	22	13.9
2-3	T:	*69*	*24.9*
	P:	36	30.0
	C:	33	20.9
4-5	T:	*49*	*17.6*
	P:	20	16.7
	C:	29	18.3
6-10	T:	*62*	*22.3*
	P:	27	22.6
	C:	35	22.2
11-15	T:	*36*	*12.9*
	P:	12	10.0
	C:	24	15.2
16-30	T:	*20*	*7.2*
	P:	5	4.0
	C:	15	9.5

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*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table C-1
(continued)

3. Number taught in special or experimental school projects (n=282):

	N	%
T:	*113*	*40.1*
P:	45	36.6
C:	68	42.8

4. Projects at which taught, by name (n=113)*:

		N	%
Follow Through	T:	*25*	*22.1*
	P:	7	15.6
	C:	18	26.5
ESEA Title I	T:	*65*	*57.5*
	P:	23	51.1
	C:	42	61.8
ESEA Title III	T:	*3*	*2.7*
	P:	3	6.7
	C:	0	0
Magnet School[1]	T:	*9*	*8.0*
	P:	0	0
	C:	9	13.2
ESAA	T:	*7*	*6.2*
	P:	3	6.7
	C:	4	5.9
Title VII Bilingual	T:	*13*	*11.5*
	P:	3	6.7
	C:	10	14.7
Other[2]	T:	*31*	*27.4*
	P:	17	37.8
	C:	14	20.6

5. How came to teach at present school or center (n=280):

		N	%
Assigned	T:	*137*	*49.0*
	P:	55	45.9
	C:	82	51.2
Self-Request	T:	*60*	*21.4*
	P:	25	20.8
	C:	35	21.9

---

*Percentages for this item may add to more than 100%, since more than one response category can be used.

[1] C > P; probability by Fisher's exact test, .0083.

[2] P > C; probability by Fisher's exact test, .0374.

Table C-1
(continued)

5. How came to teach at present school or center (n=280) (cont.):

		N	%
Invited or Recruited	T:	*67*	*23.9*
	P:	33	27.5
	C:	34	21.3
Other	T:	*16*	*5.7*
	P:	7	5.8
	C:	9	5.6

6. Degrees or credentials held (n=281):

		N	%
CDA	T:	*1*	*0.4*
	P:	1	0.8
	C:	0	0
High School	T:	*2*	*0.7*
	P:	2	1.7
	C:	0	0
College Credit	T:	*4*	*1.4*
	P:	2	1.7
	C:	2	1.3
College Degree	T:	*95*	*34.1*
	P:	45	37.1
	C:	50	31.2
Master's Credit	T:	*92*	*32.6*
	P:	34	28.1
	C:	58	36.2
Master's Degree	T:	*51*	*18.1*
	P:	22	18.2
	C:	29	18.1
Doctorate Credit	T:	*32*	*11.3*
	P:	13	10.7
	C:	19	11.9
Other	T:	*4*	*1.4*
	P:	2	1.7
	C:	2	1.3

7. Number reporting training in child development theory (n=282):

	N	%
T:	*246*	*87.2*
P:	112	91.1
C:	134	84.3

Table C-1
(continued)

8. Type of training received (n=246)*:

		N	%
Undergraduate Major	T:	*18*	*7.3*
	P:	9	8.1
	C:	9	6.7
Undergraduate Courses	T:	*172*	*69.9*
	P:	79	71.2
	C:	93	68.9
Graduate Courses	T:	*122*	*49.6*
	P:	53	47.7
	C:	69	51.1
Inservice Training	T:	*87*	*35.4*
	P:	43	38.7
	C:	44	32.6
Summer Institute or Workshops	T:	*63*	*25.6*
	P:	32	28.8
	C:	31	23.0
CDA Training	T:	*7*	*2.8*
	P:	5	4.5
	C:	2	1.5
Other	T:	*8*	*3.2*
	P:	3	2.7
	C:	5	3.7

---

*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table C-2

Descriptive Summary of the Spring 1979 Teacher Interview, Part 2: Frequency of Involvement in Various Center and Classroom Activities

9. Percentage of teachers involved and frequency of involvement, by activity (n=283):

Type of Involvement		N	Never	Once a Year	Every Other Month	Monthly	2-3 Times Month	Weekly or More
a. Curriculum committees at center/school.[1]	T:	*283*	*19.4*	*21.8*	*12.4*	*16.3*	*11.0*	*19.1*
	P:	123	17.1	12.2	13.0	22.0	11.4	24.3
	C:	160	21.3	29.3	11.9	11.9	10.6	15.0
b. Met with other teachers of own grade to discuss educational approach.	T:	*283*	*5.3*	*4.9*	*6.0*	*12.4*	*13.4*	*58.0*
	P:	123	3.3	4.9	4.9	10.6	13.0	63.3
	C:	160	6.9	5.0	6.9	13.8	13.8	53.6
c. Curriculum committees with teachers from other grades.	T:	*282*	*37.2*	*29.4*	*12.1*	*12.1*	*5.3*	*3.9*
	P:	123	32.5	28.5	13.8	15.4	4.9	4.9
	C:	159	40.9	30.2	10.7	9.4	5.7	3.1
d. Met with kindergarten teachers to discuss educational approach.	T:	*282*	*16.0*	*24.1*	*13.8*	*17.4*	*11.0*	*17.7*
	P:	123	13.0	28.5	13.0	19.5	7.3	18.7
	C:	159	18.2	20.8	14.5	15.7	13.8	17.0
e. Discussed particular child's needs with elementary school teachers.	T:	*281*	*9.3*	*25.3*	*14.9*	*16.4*	*18.1*	*16.0*
	P:	122	9.0	18.9	17.2	21.3	17.2	16.4
	C:	159	9.4	30.2	13.2	12.6	18.9	15.7
f. Discussed a child's needs with specialists, resource people.	T:	*282*	*0.4*	*10.3*	*9.9*	*23.1*	*21.2*	*35.1*
	P:	122	0.8	11.5	9.8	22.1	23.0	32.8
	C:	160	0	9.4	10.0	23.8	20.0	36.8
g. Visited classes in associated center/school.	T:	*280*	*78.9*	*12.9*	*2.1*	*1.1*	*5.0*	*0*
	P:	123	72.4	15.4	4.1	1.6	6.5	0
	C:	157	84.2	10.8	0.6	0.6	3.8	0
h. Used people, resources from community.	T:	*283*	*14.1*	*38.2*	*18.0*	*15.9*	*7.1*	*6.7*
	P:	123	13.0	31.7	17.1	18.7	8.9	10.6
	C:	160	15.0	43.0	18.8	13.8	5.6	3.8
i. Discussed in class roles and services of people in community.	T:	*283*	*7.8*	*20.5*	*17.3*	*21.2*	*18.4*	*14.8*
	P:	123	8.1	19.5	15.4	19.5	21.2	16.3
	C:	160	7.5	21.2	18.8	22.9	16.3	13.8

Note: Item numbers correspond to the item numbers in the spring 1979 Teacher Interview form.

[1] PDC more frequent involvement than Comparison; probability by χ^2, .0034.

T = Total *(italics)*; P = PDC; C = Comparison

Table C-2
(continued)

9. Percentage of teachers involved and frequency of involvement, by activity (n=283) (cont.):

Type of Involvement		N	Never	Once a Year	Every Other Month	Monthly	2-3 Times Month	Weekly or More
j. Observed teachers in own center/school.	T:	*283*	*62.5*	*25.1*	*3.2*	*5.3*	*1.8*	*2.1*
	P:	123	60.0	22.8	3.3	6.5	3.3	4.1
	C:	160	64.4	26.9	3.1	4.4	0.6	0.6
k. Multicultural activities, materials.	T:	*281*	*7.8*	*22.1*	*13.2*	*19.9*	*15.6*	*21.4*
	P:	123	8.1	17.1	13.0	19.5	17.1	25.2
	C:	158	7.6	25.8	13.3	20.3	14.6	18.4
l. Observed teachers in other centers/schools.	T:	*282*	*70.2*	*27.0*	*0.7*	*1.4*	*0.7*	*0*
	P:	123	69.2	26.8	1.6	1.6	0.8	0
	C:	159	71.1	27.0	0	1.3	0.6	0
m. Used health and nutrition materials, activities.	T:	*281*	*3.6*	*18.8*	*14.6*	*16.0*	*14.6*	*32.4*
	P:	122	3.3	13.1	14.8	19.7	12.3	36.8
	C:	159	3.8	23.3	14.5	13.2	16.4	28.8

Table C-3

Descriptive Summary of the Spring 1979 Teacher Interview, Part 3: Parent Involvement

10. Number reporting home visits to any children in their class (n=283):

	N	%
T:	*127*	*44.9*
P:	57	41.3
C:	70	43.8

11. Number of homes visited (n=127):

		N	%
1	T:	*18*	*14.2*
	P:	9	15.7
	C:	9	13.0
2-3	T:	*44*	*34.0*
	P:	21	36.6
	C:	23	32.2
4-5	T:	*17*	*13.5*
	P:	8	14.1
	C:	9	13.1
6-10	T:	*14*	*11.2*
	P:	4	7.0
	C:	10	14.5
11-15	T:	*7*	*5.6*
	P:	2	3.6
	C:	5	7.2
16-29	T:	*16*	*12.7*
	P:	6	10.6
	C:	10	14.4
More Than 30	T:	*11*	*8.8*
	P:	7	12.4
	C:	4	5.6

Note: Item numbers correspond to the item numbers in the spring 1979 Teacher Interview form.

T = Total *(italics)*; P = PDC; C = Comparison

Table C-3
(continued)

12. Teacher activities on home visits (table entries are percentages of responses to that item):

			Relative Frequency:		
		N	Never	On Some Visits	On Most Visits
a. Inform parents of school or center events.	T:	*126*	*11.1*	*19.0*	*69.9*
	P:	56	12.5	23.2	64.3
	C:	70	10.0	15.7	74.3
b. Get acquainted.	T:	*127*	*11.8*	*21.3*	*66.9*
	P:	57	10.5	24.6	64.9
	C:	70	12.9	18.6	68.5
c. Obtain parent input about teaching strategies.	T:	*126*	*22.2*	*40.5*	*37.3*
	P:	56	25.0	33.9	41.1
	C:	70	20.0	45.7	34.3
d. Discuss parent activities at home.	T:	*126*	*7.1*	*24.6*	*68.3*
	P:	56	5.4	25.0	69.6
	C:	70	8.6	24.3	67.1
e. Discuss child's problems.	T:	*126*	*7.9*	*33.3*	*58.8*
	P:	56	3.6	30.4	66.0
	C:	70	11.4	35.7	52.9
f. Discuss parent's complaints.	T:	*125*	*58.4*	*28.8*	*12.8*
	P:	56	58.9	25.0	16.1
	C:	69	58.0	31.9	10.1
g. Other.	T:	*30*	*33.3*	*30.0*	*36.7*
	P:	11	36.3	27.3	36.4
	C:	19	31.6	31.6	36.8

13. Percentage of teacher's children whose parents have visited the classroom at least once (not including paid aides) (n=279):

		N	%
1-25%	T:	*24*	*8.6*
	P:	9	7.3
	C:	15	9.6
26-50%	T:	*41*	*14.7*
	P:	23	18.7
	C:	18	11.5
51-75%	T:	*38*	*13.6*
	P:	22	17.9
	C:	16	10.3
76-100%	T:	*176*	*63.1*
	P:	69	56.1
	C:	107	68.6

Table C-3
(continued)

14. What parents did when they visited or worked in classroom (table entries are percentages of responses for that item):

		N	None	Some Parents	Most Parents
a. Observed the class.	T:	*279*	*15.8*	*59.5*	*24.7*
	P:	122	13.1	60.7	26.2
	C:	157	17.8	58.6	23.6
b. Went on field trips.	T:	*280*	*38.2*	*55.7*	*6.1*
	P:	123	39.8	52.9	7.3
	C:	157	36.9	58.0	5.1
c. Helped make materials.	T:	*279*	*49.4*	*47.0*	*3.6*
	P:	123	44.7	50.4	4.9
	C:	156	53.2	44.2	2.6
d. Help plan curriculum, own child.	T:	*280*	*68.2*	*28.2*	*3.6*
	P:	123	65.0	30.9	4.1
	C:	157	70.7	26.1	3.2
e. Help plan curriculum, other children.[1]	T:	*280*	*87.9*	*12.1*	*0*
	P:	123	79.7	20.3	0
	C:	157	93.0	7.0	0
f. Helped clean up.	T:	*279*	*47.3*	*42.7*	*10.0*
	P:	122	44.3	42.6	13.1
	C:	157	49.7	42.7	7.6
g. Discussed their child's progress and problems.	T:	*280*	*1.4*	*13.6*	*85.0*
	P:	123	0.8	15.4	83.8
	C:	157	1.9	12.1	86.0
h. Attended class social occasions.	T:	*280*	*6.4*	*44.3*	*49.3*
	P:	123	7.3	49.6	43.1
	C:	157	5.7	40.1	54.2
i. Complained.	T:	*280*	*41.4*	*56.8*	*1.8*
	P:	123	39.0	58.6	2.4
	C:	157	43.3	55.4	1.3
j. Worked with other parents.	T:	*279*	*47.3*	*48.4*	*4.3*
	P:	122	47.5	45.9	6.6
	C:	157	47.1	50.4	2.5
k. Attended routine parent conferences.[2]	T:	*280*	*5.2*	*18.1*	*76.7*
	P:	123	5.7	24.4	69.9
	C:	157	4.5	13.4	82.1

---

[1] P > C; probability by Fisher's exact test, .0009.

[2] C > P; probability by χ^2, .0462.

Table C-3
(continued)

14. What parents did when they visited or worked in classroom (table entries are percentages of responses for that item) (cont.):

		N	None	Some Parents	Most Parents
l. Worked with children.[1]	T:	*277*	*40.1*	*50.9*	*9.0*
	P:	122	29.5	58.2	12.3
	C:	155	48.3	45.2	6.5
m. Other activities.	T:	*28*	*35.7*	*50.0*	*14.3*
	P:	12	16.7	58.3	25.0
	C:	16	49.9	43.8	6.3

15. Number of teachers responding that some or most parents worked with children (n=277):

	N	%
T:	*172*	*59.9*
P:	86	70.5
C:	80	51.7

Type of parent activity (table entries are percentages of responses for that item):

		N	None	Some Parents	Most Parents
a. Worked individually with children on school work.	T:	*171*	*12.3*	*53.8*	*33.9*
	P:	88	12.5	56.8	30.7
	C:	83	12.0	50.7	37.3
b. Worked with small groups on teacher assignments.	T:	*171*	*24.0*	*49.1*	*26.9*
	P:	88	18.2	53.4	28.4
	C:	83	30.1	44.6	25.3
c. Worked individually with children on work assigned by the parent.	T:	*171*	*65.5*	*31.6*	*2.9*
	P:	88	62.5	35.2	2.3
	C:	83	68.7	27.7	3.6
d. Worked with small groups on parent assignments.	T:	*171*	*69.6*	*28.1*	*2.3*
	P:	88	65.9	31.8	2.3
	C:	83	73.5	24.1	2.4
e. Worked with entire class on teacher assignments.	T:	*171*	*67.3*	*26.3*	*6.4*
	P:	88	65.9	27.3	6.8
	C:	83	68.7	25.3	6.0
f. Worked with entire class on parent assignments.	T:	*171*	*77.8*	*19.9*	*2.3*
	P:	88	75.0	21.6	3.4
	C:	83	80.7	18.1	1.2

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[1] P > C; probability by χ^2, .0042.

Table C-3
(continued)

15. Type of parent activity (table entries are percentages of responses for that item) (cont.):

		N	None	Some Parents	Most Parents
g. Demonstrated special skills for the class.	T:	*171*	*47.4*	*49.1*	*3.5*
	P:	88	44.3	53.4	2.3
	C:	83	50.6	44.6	4.8
h. Other.	T:	*23*	*43.5*	*56.5*	*0*
	P:	12	33.3	66.7	0
	C:	11	54.5	45.5	0

16. Frequency of other types of contracts with parents (notes, telephone calls) (n=283):

		N	%
Never	T:	*2*	*0.7*
	P:	0	0
	C:	2	1.3
Once a Year	T:	*51*	*18.0*
	P:	19	15.4
	C:	32	20.0
Every Other Month	T:	*27*	*9.5*
	P:	17	13.8
	C:	10	6.3
Monthly	T:	*70*	*24.7*
	P:	26	21.1
	C:	44	27.3
Two to Three Times per Month	T:	*62*	*21.9*
	P:	24	19.5
	C:	38	23.8
Weekly or More	T:	*71*	*25.2*
	P:	37	30.2
	C:	34	21.3

17. Advantages of having parents involved in their center or school (n=283)*:

		N	%
None[1]	T:	*12*	*4.2*
	P:	2	1.6
	C:	10	6.3

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*Percentages for this item may add to more than 100%, since more than one response category can be used.

[1] C > P; probability by Fisher's exact test, .0467.

Table C-3
(continued)

17. Advantages of having parents involved in their center or school (n=283) (cont.)*:

		N	%
Helps with discipline	T:	*47*	*16.6*
	P:	21	17.1
	C:	26	16.5
Allows individualization	T:	*79*	*27.9*
	P:	36	29.3
	C:	43	27.2
Helps meet special needs of handicapped	T:	*11*	*3.9*
	P:	5	4.1
	C:	6	3.8
Parents have special skills	T:	*52*	*18.4*
	P:	20	16.3
	C:	32	20.3
Teachers have more time to plan	T:	*25*	*8.8*
	P:	8	6.5
	C:	17	10.8
Parents can do more at home	T:	*175*	*61.8*
	P:	86	69.9
	C:	89	56.3
Bring perspective of own culture	T:	*21*	*7.4*
	P:	11	8.9
	C:	10	6.3
Understand school life better	T:	*148*	*52.3*
	P:	67	54.5
	C:	81	51.3
Increase child self-esteem	T:	*82*	*29.0*
	P:	40	32.5
	C:	42	26.6
Personal growth for parents	T:	*23*	*8.1*
	P:	11	8.[illegible]
	C:	12	7.6
Parents understand child's problems, abilities	T:	*88*	*31.1*
	P:	37	30.1
	C:	51	32.3
Other	T:	*20*	*7.1*
	P:	7	5.7
	C:	13	8.2

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*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table C-3
(continued)

18. Disadvantages of having parents involved in their center or school (n=280)*:

		N	%
None	T:	52	18.4
	P:	23	18.9
	C:	29	18.4
Parents not reliable	T:	62	21.9
	P:	24	19.7
	C:	38	24.1
Parents untrained and no time to teach them	T:	84	29.7
	P:	33	27.0
	C:	51	32.3
Don't need extra adults	T:	4	1.4
	P:	2	1.6
	C:	2	1.3
Too many adults disrupt class[1]	T:	65	23.0
	P:	18	14.8
	C:	47	29.7
Teacher cannot act naturally	T:	20	7.1
	P:	5	4.1
	C:	15	9.5
Parents' presence has negative effect on child	T:	68	24.0
	P:	33	27.0
	C:	35	22.2
Classroom behavior or information not kept confidential	T:	30	10.6
	P:	11	9.0
	C:	19	12.0
Parents want to change things, challenge teacher	T:	29	10.2
	P:	11	9.0
	C:	18	11.4
Other	T:	40	14.1
	P:	18	14.8
	C:	22	13.9

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*Percentages for this item may add to more than 100%, since more than one response category can be used.

[1] C > P; probability by Fisher's exact test, .0022.

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Table C-4

Descriptive Summary of the Spring 1979 Teacher Interview, Part 4: Changes Since 1975

26. Teacher perceptions of changes since 1975 (or teacher entry if later) (n=283):

		N	No Change	A Little Change	Mod-erate Change	Major Change	N	For Better	For Worse
a. Philosophy of teaching.	T:	*279*	*28.3*	*25.8*	*31.2*	*14.7*	--	--	--
	P:	120	25.0	29.2	32.5	13.3	--	--	--
	C:	159	30.8	23.3	30.2	15.7	--	--	--
b. Materials or methods for teaching language or math.	T:	*279*	*12.9*	*26.2*	*40.8*	*20.1*	*239*	*95.0*	*5.0*
	P:	121	12.4	22.3	47.9	17.4	105	94.3	5.7
	C:	158	13.3	29.1	35.4	22.2	134	95.5	4.5
c. Materials or methods for teaching other subjects.	T:	*279*	*17.2*	*28.0*	*41.2*	*13.6*	*229*	*90.8*	*9.2*
	P:	121	14.0	28.1	43.0	14.9	102	92.2	7.8
	C:	158	19.6	27.8	39.9	12.7	127	89.8	10.2
d. Room arrangement.	T:	*280*	*23.6*	*25.0*	*27.5*	*23.9*	*206*	*96.1*	*3.9*
	P:	121	20.7	22.3	28.9	28.1	93	94.6	5.4
	C:	159	25.8	27.0	26.4	20.8	113	97.3	2.7
e. Purposes of home visits.	T:	*149*	*58.4*	*18.1*	*10.1*	*13.4*	*65*	*83.1*	*16.9*
	P:	67	55.2	20.9	7.5	16.4	32	84.4	15.6
	C:	82	60.9	15.9	12.2	11.0	33	81.8	18.2
f. What parents do in the classroom.[1]	T:	*257*	*45.9*	*24.5*	*17.5*	*12.1*	*146*	*87.0*	*13.0*
	P:	114	37.7	22.8	24.6	14.9	74	87.8	12.2
	C:	143	52.4	25.9	11.9	9.8	72	86.1	13.9

		N	No Change	A Little Change	Mod-erate Change	Major Change	N	Change Means More	Change Means Less
g. Use of sequenced teaching objectives.	T:	*276*	*23.9*	*25.4*	*34.0*	*16.7*	*212*	*88.7*	*11.3*
	P:	119	20.2	24.4	40.3	15.1	94	91.5	8.5
	C:	157	26.8	26.1	29.3	17.8	118	86.4	13.6
h. Number of parent visits to classroom.[2]	T:	*278*	*30.9*	*27.0*	*27.7*	*14.4*	*194*	*73.7*	*26.3*
	P:	121	20.7	28.8	33.1	17.4	95	76.8	23.2
	C:	157	38.8	25.5	23.6	12.1	99	70.7	29.3
i. Knowledge of what goes on in other classes at your school/center.	T:	*276*	*35.1*	*29.1*	*25.7*	*10.1*	*190*	*83.7*	*16.3*
	P:	119	31.1	29.4	31.9	7.6	85	85.9	14.1
	C:	157	38.2	28.7	21.0	12.1	105	81.9	18.1

Note: Item numbers correspond to the item numbers in the spring 1979 Teacher Interview form.

T = Total (*italics*); P = PDC; C = Comparison

[1] PDC report "greater change;" probability by χ^2, .0152.

[2] PDC report "greater change;" probability by χ^2, .0110.

Table C-4
(continued)

26. Teacher perceptions of changes since 1975 (or teacher entry if later) (n=283) (cont.):

		N	No Change	A Little Change	Moderate Change	Major Change	N	Change Means More	Change Means Less
j. Knowledge of what goes on at the Head Start or elementary school associated with your school or center.[1]	T:	*257*	*56.5*	*24.9*	*8.9*	*9.7*	*123*	*78.0*	*22.0*
	P:	117	45.3	31.6	12.0	11.1	68	86.8	13.2[2]
	C:	140	65.7	19.3	6.4	8.6	55	67.3	32.7
k. Number or frequency of home visits.	T:	*256*	*66.0*	*17.2*	*9.4*	*7.4*	*100*	*55.0*	*45.0*
	P:	111	61.3	19.8	11.7	7.2	47	53.2	46.8
	C:	145	69.6	15.2	7.6	7.6	53	56.6	43.4
l. Planning with teachers at own center or school.[3]	T:	*277*	*29.5*	*24.2*	*32.9*	*13.4*	*203*	*80.8*	*19.2*
	P:	119	26.1	25.2	41.1	7.6	91	83.5	16.5
	C:	158	32.3	23.4	26.6	17.7	112	78.6	21.4
m. Planning with teachers at associated center or school.	T:	*246*	*80.5*	*8.5*	*4.5*	*6.5*	*65*	*56.9*	*43.1*
	P:	110	73.6	11.8	6.4	8.2	37	67.6	32.4[4]
	C:	136	86.1	5.9	2.9	5.1	28	42.9	57.1
n. Use of community resources.	T:	*279*	*29.7*	*36.3*	*24.7*	*9.3*	*203*	*80.8*	*19.2*
	P:	120	24.2	37.5	27.5	10.8	92	84.8	15.2
	C:	159	34.0	35.2	22.6	8.2	111	77.5	22.5
o. Multicultural activities.	T:	*279*	*23.7*	*31.2*	*27.9*	*17.2*	*213*	*88.3*	*11.7*
	P:	121	25.6	24.8	30.6	19.0	90	87.8	12.2
	C:	158	22.2	36.1	25.9	15.8	123	88.6	11.4
p. Health, nutrition materials or activities.	T:	*278*	*33.4*	*27.7*	*26.3*	*12.6*	*184*	*91.3*	*8.7*
	P:	120	28.3	25.8	32.6	13.3	85	91.8	8.2
	C:	158	37.4	29.1	21.5	12.0	99	90.9	9.1
q. Type and amounts of interaction between teacher and center or building administration.[5]	T:	*278*	*35.6*	*26.6*	*20.9*	*16.9*	*181*	*81.2*	*18.8*
	P:	119	30.3	36.1	16.0	17.6	82	85.4	14.6
	C:	159	39.6	19.5	24.5	16.4	99	77.8	22.2

---

[1] PDC report "greater change;" probability by χ^2, .0106.

[2] PDC report "more knowledge" than Comparison; probability by Fisher's exact test, .0087.

[3] Comparison report both "no change" and "major change" more than PDC; probability by χ^2, .0139.

[4] PDC report "more planning" and Comparison "less planning;" probability by Fisher's exact test, .0409.

[5] Comparison report "no change" and "moderate change;" probability by χ^2, .0106.

Table C-5

Descriptive Summary of the Spring 1979 Teacher Interview, Part 5: Teacher Attitudes Toward the School or Center

27. Would teach at same center next year, if had the choice (n=283):

		N	%
Definitely Yes	T:	*201*	*71.0*
	P:	81	65.8
	C:	120	74.9
Probably Yes	T:	*44*	*15.5*
	P:	18	14.6
	C:	26	16.3
Probably No	T:	*20*	*7.1*
	P:	14	11.4
	C:	6	3.8
Definitely No	T:	*9*	*3.2*
	P:	4	3.3
	C:	5	3.1
Undecided	T:	*9*	*3.2*
	P:	6	4.9
	C:	3	1.9

28. Reasons for staying or leaving (n=283)*:

		Reason for Staying		Reason for Leaving	
		N	%	N	%
a. The location	T:	*75*	*26.5*	*27*	*9.5*
	P:	29	23.6	15	12.2
	C:	46	28.8	12	7.5
b. The curriculum	T:	*82*	*29.0*	*18*	*6.4*
	P:	39	31.7	9	7.3
	C:	43	26.9	9	5.6
c. The other teachers	T:	*166*	*58.7*[1]	*10*	*3.5*
	P:	61	49.6	5	4.1
	C:	105	65.6	5	3.1

Note: Item numbers correspond to the item numbers in the spring 1979 Teacher Interview form.

*Percentages for this item may add to more than 100%, since more than one response category can be used.

T = Total *(italics)*; P = PDC; C = Comparison

[1] C > P; probability by χ^2, .0246.

Table C-5
(continued)

28. Reasons for staying or leaving (n=283) (cont.)*:

		Reason for Staying		Reason for Leaving	
		N	%	N	%
d. The center director	T:	123	43.5	31	11.0
	P:	49	43.5	11	8.9
	C:	74	46.3	20	12.5
e. The facilities	T:	95	33.6	20	7.1
	P:	43	35.0	10	8.1
	C:	52	32.5	10	6.3
f. The resource staff	T:	58	20.5	9	1.2
	P:	28	22.8	5	4.1
	C:	30	18.8	4	2.5
g. The parents	T:	79	27.9	13	4.6
	P:	29	23.6	9	7.3
	C:	50	31.3	4	2.5
h. The neighborhood	T:	48	17.0	20	7.1
	P:	17	13.8	12	9.8
	C:	31	19.4	8	5.0
i. The children	T:	111	39.2[1]	15	5.3[2]
	P:	40	32.5	13	10.6
	C:	71	44.4	2	1.3
j. What the school or center does for children	T:	64	22.6	9	1.2
	P:	30	24.4	6	4.9
	C:	34	21.3	3	1.9
k. The special services	T:	13	4.6	6	2.1
	P:	7	5.7	3	2.4
	C:	6	3.8	3	1.9
l. The school atmosphere or challenge	T:	35	12.4	6	2.1
	P:	12	9.8	2	1.6
	C:	23	14.4	4	2.5
m. The district administration or central office	T:	1	0.4	5	1.8
	P:	1	0.8	3	2.4
	C:	0	0	2	1.3
n. Other	T:	29	10.2	35	12.4[3]
	P:	10	8.1	27	22.0
	C:	19	11.9	8	5.0

---

[1] C > P; probability by χ^2, .0009.

[2] P > C; probability by χ^2, .0009.

[3] P > C; probability by χ^2, .0001.

Table C-5
(continued)

29. Would advise parent to enroll child in this school or center, if had the choice (n=272)[1]:

		N	%
Definitely this center or school	T:	*144*	*52.9*
	P:	56	47.5
	C:	88	57.2
Probably this center or school	T:	*54*	*19.9*
	P:	29	24.6
	C:	25	16.2
Probably other center or school	T:	*6*	*2.2*
	P:	5	4.2
	C:	1	0.6
Definitely other center or school	T:	*4*	*1.5*
	P:	3	2.5
	C:	1	0.6
Undecided	T:	*64*	*23.5*
	P:	25	21.2
	C:	39	25.4

30. Positive and negative reasons for advising parent to enroll child at this or another center or school (n=272)*:

		Positive Reasons		Negative Reasons	
		N	%	N	%
a. The facilities	T:	*72*	*26.5*	*10*	*3.7*
	P:	26	22.0	5	4.2
	C:	46	29.9	5	3.2
b. The curriculum	T:	*90*	*33.1*	*5*	*1.8*
	P:	34	28.8	2	1.7
	C:	56	36.4	3	1.9
c. The center director	T:	*58*	*21.3*	*11*	*4.0*
	P:	25	21.2	6	5.1
	C:	33	21.4	5	3.2
d. The quality of teaching	T:	*116*	*42.6*	*7*	*2.6*
	P:	45	38.1	5	4.2
	C:	71	46.1	2	1.3

---

[1] C > P; probability by χ^2, .0490.

*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table C-5
(continued)

30. Positive and negative reasons for advising parent to enroll child at this or another center or school (n=272) (cont.)*:

		Positive Reasons		Negative Reasons	
		N	%	N	%
e. The availability of special services or federal programs	T:	*55*	*20.2*	*6*	*2.2*
	P:	27	22.9	2	1.7
	C:	28	18.2	4	2.6
f. Other children	T:	*35*	*12.9*	*11*	*4.0*[1]
	P:	14	11.9	9	7.6
	C:	21	13.6	2	1.3
g. The parents	T:	*38*	*14.0*	*7*	*2.6*
	P:	19	16.1	3	2.5
	C:	19	12.3	4	2.6
h. What the center does for children	T:	*82*	*30.1*	*1*	*0.4*
	P:	32	27.1	1	0.8
	C:	50	32.5	0	0
i. The school atmosphere or challenge	T:	*6*	*2.2*	*1*	*0.4*
	P:	1	0.8	1	0.8
	C:	5	3.2	0	0
j. The district or central administration	T:	*0*	*0*	*1*	*0.4*
	P:	0	0	0	0
	C:	0	0	1	0.6
k. Other	T:	*31*	*11.4*	*11*	*4.0*
	P:	15	12.7	6	5.1
	C:	16	10.4	5	3.2

---

*Percentages for this item may add to more than 100%, since more than one response category can be used.

[1] P > C; probability by χ^2, .0353.

Table C-6

Descriptive Summary of the Spring 1979 Teacher Interview, Part 6: Instructional Approach (Global Ratings)

			Ratings:					
		N	1	2	3	4	5	
2. Children's language arts activities are structured for them by the teacher or by materials (e.g., workbooks).[1]	T:	*278*	*66.6*	*18.3*	*6.5*	*7.2*	*1.4*	Children participate in planning their own language arts activities.
	P:	120	65.0	14.2	8.3	9.2	3.3	
	C:	158	67.7	21.5	5.1	5.7	0	
3. During language arts time all of the class is engaged in the same or similar activities.	T:	*279*	*26.2*	*24.4*	*22.9*	*19.0*	*7.5*	During these times children engage in different activities that either they or the teacher plan.
	P:	121	24.8	19.0	23.1	24.0	9.1	
	C:	158	27.2	28.5	22.8	15.2	6.3	
4. When children are learning language arts skills, the teacher works with the entire class as a group.	T:	*278*	*10.1*	*9.7*	*54.3*	*15.1*	*10.8*	During these times the teacher works with individual children.
	P:	120	10.0	5.0	53.3	20.0	11.7	
	C:	158	10.1	13.3	55.1	11.4	10.1	
6. Children's math activities are structured for them by the teacher or by materials (e.g., workbooks).	T:	*274*	*70.8*	*16.1*	*5.1*	*6.9*	*1.1*	Children participate in planning their own math activities.
	P:	118	66.9	15.3	6.8	8.5	2.5	
	C:	156	73.7	16.7	3.8	5.8	0	
7. During math time all of the class is engaged in the same or similar activities.	T:	*276*	*39.8*	*24.6*	*18.5*	*12.0*	*5.1*	During these times the children engage in different activities that either they or the teacher plan.
	P:	118	36.4	24.6	18.6	11.9	8.5	
	C:	158	42.4	24.7	18.4	12.0	2.5	
8. When children are learning math skills, the teacher works with the entire class as a group.[2]	T:	*276*	*31.2*	*12.0*	*33.6*	*14.5*	*8.7*	During these times the teacher works with individual children.
	P:	118	27.1	6.8	39.0	19.5	7.6	
	C:	158	34.2	15.8	29.7	10.8	9.5	

Note: Items 1 and 5 of the Teacher Interview Global Ratings were deleted prior to data collection due to inter-rater disagreement observed during training. The remaining items have not been renumbered.

Table entries for the Total are percentages of the total number of responses for each item; table entries for each group are percentages of that group's responses for each item. Item numbers correspond to those in the Global Ratings section of the spring 1979 Teacher Interview.

[1] P > C; probability by χ^2, .0473. ("Greater Than" means ratings toward the right, or higher end of the scale.)

[2] P > C; probability by χ^2, .0240.

T = Total *(italics)*; P = PDC; C = Comparison

Table C-6
(continued)

Ratings:

		N	1	2	3	4	5	
9. The teacher was able to give a detailed and specific description of and rationale for the approach taken to teaching language arts and mathematics to different children.	T:	*278*	*25.2*	*29.5*	*19.4*	*13.3*	*12.6*	Teacher was unable to give more than a superficial description of the rationale and approach used in these areas.
	P:	121	31.4	25.6	17.4	13.2	12.4	
	C:	157	20.4	32.5	21.0	13.4	12.7	
10. The teacher maintains specific and comprehensive records on each child that contain a variety of information, such as observations, test results, and work specimens.	T:	*278*	*31.7*	*21.2*	*18.7*	*12.9*	*15.5*	The teacher's records for individual children are superficial, containing little more than test results and grades.
	P:	120	33.3	20.0	19.2	14.2	13.3	
	C:	158	30.3	22.2	18.4	12.0	17.1	
11. Teacher appears to have specific knowledge of individual children's strengths, needs, problems and interests related to language arts and math.	T:	*278*	*40.0*	*28.4*	*14.7*	*11.5*	*5.4*	Teacher appears to have little knowledge of individual children's strengths, needs, problems and interests related to language arts and math.
	P:	120	46.7	20.8	15.0	10.0	7.5	
	C:	158	34.7	34.2	14.6	12.7	3.8	
12. Teacher varies instruction to build on strengths, satisfy needs, deal with problems, and capitalize on personal interests of individual children.	T:	*278*	*28.4*	*26.6*	*21.6*	*15.8*	*7.6*	Teacher plans educational activities for the class as a whole and does not appear to vary instruction to accommodate individual children's strengths, needs, problems, and interests.
	P:	121	37.3	23.1	19.8	14.0	5.8	
	C:	157	21.7	29.3	22.9	17.2	8.9	
13. Teacher has a specific system that she/he uses to identify students' strengths and problems in language arts and mathematics.	T:	*280*	*37.9*	*21.8*	*21.4*	*11.4*	*7.5*	Teacher relies solely on informal observation to identify students' strengths and problems in language arts and mathematics.
	P:	122	38.5	20.5	18.0	12.3	10.7	
	C:	158	37.2	22.8	24.1	10.8	5.1	

Table C-6
(continued)

			Ratings:					
		N	1	2	3	4	5	
14. Teacher appears to be sensitive to the affective needs of individual children and varies instruction accordingly.	T:	*279*	*34.3*	*26.2*	*21.5*	*10.8*	*7.2*	Teacher appears to have little awareness of the affective needs of individual children.
	P:	121	40.4	22.3	20.7	8.3	8.3	
	C:	158	29.7	29.1	22.2	12.7	6.3	
15. Children's progress through instructional sequences, activities, or assignments is paced by children individually.	T:	*278*	*18.3*	*23.4*	*34.9*	*11.2*	*12.2*	Children's progress through instructional sequences, activities, or assignments is paced by the class as a whole.
	P:	121	20.7	24.8	36.3	9.1	9.1	
	C:	157	16.6	22.3	33.8	12.7	14.6	
16. The teacher was really concerned about and trying to individualize instruction as much as possible.	T:	*280*	*27.5*	*27.9*	*25.0*	*16.4*	*3.2*	The teacher was not that concerned about or trying to individualize instruction in any way.
	P:	122	31.2	25.4	27.0	14.8	1.6	
	C:	158	24.7	29.8	23.4	17.7	4.4	
17. The teacher seemed to be making an effort to invite parents into the classroom.[1]	T:	*271*	*27.6*	*24.0*	*14.4*	*15.5*	*18.5*	The teacher seemed to make no effort to invite parents into the classroom.
	P:	118	34.7	22.9	20.3	10.2	11.9	
	C:	153	22.2	24.9	9.8	19.6	23.5	
18. The teacher involved parents in classroom activities.[2]	T:	*230*	*27.0*	*29.5*	*17.4*	*13.9*	*12.2*	Parents in the classroom did menial chores or just observed.
	P:	103	35.9	28.2	17.5	9.7	8.7	
	C:	127	19.7	30.7	17.3	17.3	15.0	
19. The teacher seemed to feel quite comfortable about having parents in the classroom.[3]	T:	*258*	*40.7*	*27.5*	*15.9*	*8.9*	*7.0*	The teacher seemed to feel quite uncomfortable about having parents in the classroom.
	P:	111	55.0	24.3	14.4	3.6	2.7	
	C:	147	30.0	29.9	17.0	12.9	10.2	

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[1] C > P; probability by χ^2, .0014.

[2] C > P; probability by χ^2, .0427.

[3] C > P; probability by χ^2, .0002.

Table C-6
(continued)

Ratings:

		N	1	2	3	4	5	
20. The teacher seemed to be trying to coordinate the children's home and school experiences.	T:	*277*	*28.9*	*24.5*	*18.8*	*13.0*	*14.8*	The teacher did not seem to be making an effort to coordinate the children's home and school experiences.
	P:	119	31.8	26.1	16.0	11.8	14.3	
	C:	158	26.6	23.4	20.9	13.9	15.2	
21. The teacher was very concerned about involving parents in the classroom and was doing her best to encourage it.[4]	T:	*275*	*23.4*	*22.5*	*22.5*	*14.9*	*16.7*	The teacher was not that concerned about involving parents in the classroom and therefore did not seem to be doing anything to encourage it.
	P:	120	30.1	25.8	23.3	7.5	13.3	
	C:	155	18.1	20.0	21.9	20.6	19.4	

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[4] C > P; probability by χ^2, .0058.

APPENDIX D

Descriptive Summaries for Items of the Spring 1979 , Classroom Observation System--Global Ratings

Table D-1

Descriptive Summary of Global Ratings for Classroom Environment Observation

		Ratings:						
		N	1	2	3	4	5	
1. Materials were neatly arranged and well organized.	T:	*175*	*37.2*	*35.4*	*20.0*	*5.7*	*1.7*	Materials were disorganized; the classroom seemed cluttered.
	P:	72	27.8	34.7	25.0	8.3	4.2	
	C:	103	43.7	35.9	16.5	3.9	0	
2. The displayed children's work/products reflected diversity of content, theme, or approach.	T:	*162*	*17.3*	*19.1*	*16.0*	*21.0*	*26.6*	The displayed children's work/products did not vary in content, theme, or approach.
	P:	68	17.6	14.7	11.8	22.1	33.8	
	C:	94	17.0	22.4	19.1	20.2	21.3	
3. The classroom seemed spacious.	T:	*175*	*40.0*	*27.4*	*18.9*	*9.7*	*4.0*	The classroom seemed crowded.
	P:	72	36.2	25.0	22.2	9.7	6.9	
	C:	103	42.8	29.1	16.5	9.7	1.9	
4. The classroom was attractive/colorful.	T:	*173*	*38.7*	*32.4*	*17.3*	*6.4*	*5.2*	The classroom was dull and colorless.
	P:	71	36.7	23.9	22.5	9.9	7.0	
	C:	102	40.3	38.2	13.7	3.9	3.9	
5. The classroom provided a stimulating environment for learning.	T:	*175*	*30.3*	*32.0*	*22.3*	*13.1*	*2.3*	The classroom did not provide a stimulating environment for learning.
	P:	72	25.0	38.9	19.4	12.5	4.2	
	C:	103	33.9	27.2	24.3	13.6	1.0	
6. It was apparent that the teacher valued cultural differences highly and seemed to be doing his/her best to promote cultural understanding.	T:	*170*	*13.5*	*11.8*	*14.1*	*15.3*	*45.3*	It was apparent that the teacher placed a low value on cultural differences and did not seem to be doing much to promote cultural understanding in the classroom.
	P:	72	19.4	13.9	11.1	18.1	37.5	
	C:	98	9.2	10.2	16.3	13.3	51.0	
7. Materials were easily accessible to children.	T:	*175*	*49.1*	*26.9*	*13.1*	*8.6*	*2.3*	Materials were out of the children's reach.
	P:	72	50.0	27.9	11.1	6.9	4.2	
	C:	103	48.5	26.2	14.6	9.7	1.0	
8. The teacher seemed to be making an effort to invite parents into the classroom.	T:	*168*	*11.9*	*6.5*	*7.1*	*6.5*	*68.0*	There was no evidence in the room of the teacher doing anything to encourage parents participating in the classroom.
	P:	72	15.3	9.7	8.3	8.3	58.4	
	C:	96	9.4	4.2	6.3	5.2	74.9	

Note: Table entries are percentages of the total number of responses for each item.

T = Total *(italics)*; P = PDC; C = Comparison

Table D-1
(continued)

			Ratings:					
		N	1	2	3	4	5	
9. Support for multicultural learning and understanding was very evident in the environment.	T:	174	12.1	8.0	7.5	14.4	58.0	There was no evidence in the classroom of multicultural learning activities.
	P:	72	15.3	12.5	8.3	16.7	47.2	
	C:	102	9.8	4.9	6.9	12.7	65.7	
10. There was considerable evidence of physical accommodations for handicapped children.*	T:	15	20.0	6.7	13.3	6.7	53.3	There was no evidence of physical accommodations for handicapped children.
	P:	4	50.0	0	50.0	0	0	
	C:	11	9.1	9.1	0	8.1	72.7	
11. There was considerable evidence in wall displays, etc., of children pursuing their own interests, hobbies or projects.	T:	175	3.4	8.0	11.4	21.7	55.5	There was no evidence of children pursuing their own interests or hobbies.
	P:	72	4.2	11.1	8.3	18.1	58.3	
	C:	103	2.9	5.8	13.6	24.3	53.4	
12. There was considerable evidence in the room of an emphasis on health, nutrition and safety instruction.	T:	174	6.3	5.7	12.6	28.2	47.2	There was no evidence of health, nutrition, or safety instruction.
	P:	72	6.9	6.9	16.7	20.8	48.7	
	C:	102	5.9	4.9	9.8	33.3	46.1	

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*Item did not apply to many classrooms.

Table D-2

Descriptive Summary of Global Ratings for Classroom Activities Record

			Ratings:					
		N	1	2	3	4	5	
1. The teacher relies only on highly sequenced and structured materials and methods to teach language arts.	T:	*165*	*42.4*	*30.3*	*16.4*	*7.9*	*3.0*	The teacher uses an unsequenced approach to teach language arts.
	P:	67	37.3	35.8	14.9	9.0	3.0	
	C:	98	46.0	26.5	17.3	7.1	3.1	
2. Children's language arts activities are structured for them by the teacher or by materials (e.g., workbooks).	T:	*172*	*72.0*	*14.0*	*8.1*	*4.7*	*1.2*	Children participate in planning their own language arts activities, or have choices about which activities they engage in.
	P:	70	72.8	10.0	8.6	5.7	2.9	
	C:	102	71.6	16.7	7.8	3.9	0	
3. During language arts time all of the class is engaged in the same or similar activities.	T:	*172*	*25.0*	*26.8*	*23.8*	*15.1*	*9.3*	During these times children engage in different activities that either they or the teacher plan.
	P:	70	22.9	27.1	15.7	18.6	15.7	
	C:	102	26.5	26.5	29.4	12.7	4.9	
4. When children are learning language arts skills, the teacher works with the entire class as a group.	T:	*171*	*9.9*	*7.6*	*56.7*	*16.4*	*9.4*	During these times the teacher works with individual children.
	P:	70	10.0	8.6	48.5	18.6	14.3	
	C:	101	9.9	6.9	62.4	14.9	5.9	
5. The teacher relies only on highly sequenced and structured materials and methods to teach math.	T:	*165*	*51.6*	*23.0*	*9.7*	*10.9*	*4.8*	The teacher uses an unsequenced approach to teach math.
	P:	67	46.2	28.4	11.9	9.0	4.5	
	C:	98	55.1	19.4	8.2	12.2	5.1	
6. Children's math activities are structured for them by the teacher or by materials (e.g., workbooks).	T:	*167*	*82.0*	*7.8*	*4.8*	*4.2*	*1.2*	Children participate in planning their own math activities.
	P:	68	86.7	4.4	1.5	5.9	1.5	
	C:	99	78.8	10.1	7.1	3.0	1.0	
7. During math time all of the class is engaged in the same or similar activities.	T:	*169*	*56.2*	*20.7*	*15.4*	*3.6*	*4.1*	During these times the children engage in different activities that either they or the teacher plan.
	P:	69	55.2	23.2	10.1	1.4	10.1	
	C:	100	57.0	19.0	19.0	5.0	0	

Note: Table entries are percentages of the total number of responses for each item.

T = Total *(italics)*; P = PDC; C = Comparison

Table D-2
(continued)

			Ratings:					
		N	1	2	3	4	5	
8. When children are learning math skills, the teacher works with the entire class as a group.	T:	*167*	*43.7*	*9.6*	*25.1*	*12.0*	*9.6*	During these times the teacher works with individual children.
	P:	68	41.2	8.8	20.6	20.6	8.8	
	C:	99	45.4	10.1	28.3	6.1	10.1	
9. Children's progress through instructional sequences, activities or assignments is paced by children individually.	T:	*171*	*17.0*	*15.2*	*31.0*	*19.8*	*17.0*	Children's progress through instructional sequences, activities or assignments is paced by the class as a whole.
	P:	70	20.0	18.6	32.9	11.4	17.1	
	C:	101	14.9	12.9	29.7	25.7	16.8	
10. The teacher spent very little time controlling misbehavior or keeping children on task.	T:	*172*	*49.5*	*26.7*	*14.5*	*8.1*	*1.2*	Teacher spent most of the time controlling misbehavior.
	P:	71	46.4	26.8	14.1	9.9	2.8	
	C:	101	51.5	26.7	14.9	6.9	0	
11. Teacher generally caught misbehaviors in time so that they rarely spread or increased in seriousness.	T:	*172*	*78.0*	*11.6*	*6.4*	*2.3*	*1.7*	Teacher rarely acted to prevent misbehaviors from spreading or increasing in seriousness.
	P:	71	70.5	16.9	7.0	2.8	2.8	
	C:	101	83.2	7.9	5.9	2.0	1.0	
12. The teacher demonstrated great ability for dealing with more than one thing at a time. Interruptions rarely made him/her lose all contact with what he/she was doing.	T:	*172*	*57.5*	*26.2*	*9.9*	*4.1*	*2.3*	Teacher was unable to deal with more than one thing at a time. Interruptions frequently made him/her lose all contact with what he/she was doing.
	P:	71	56.3	28.2	8.5	7.0	0	
	C:	101	58.3	24.8	10.9	2.0	4.0	
13. The teacher kept classroom activities running smoothly. He/she rarely interrupted with sudden changes in topics and directions.	T:	*172*	*62.2*	*23.8*	*7.6*	*4.7*	*1.7*	Teacher did not keep classroom activities running smoothly. He/she frequently interrupted with sudden changes in topics and directions.
	P:	71	57.8	26.8	7.0	4.2	4.2	
	C:	101	65.3	21.8	7.9	5.0	0	
14. The teacher rarely kept children waiting for directions, task assignments, or materials.	T:	*172*	*39.5*	*32.6*	*14.5*	*8.7*	*4.7*	Teacher frequently made children wait for directions, task assignments or materials.
	P:	71	28.2	33.7	15.5	14.1	8.5	
	C:	101	47.4	31.7	13.9	5.0	2.0	
15. The teacher used a variety of techniques to control misbehaviors, such as appeals, threats, isolation, diversions, and underplay.	T:	*171*	*31.5*	*19.3*	*16.4*	*16.4*	*16.4*	Teacher always used the same technique to control misbehavior.
	P:	71	32.4	23.9	15.5	14.1	14.1	
	C:	100	31.0	16.0	17.0	18.0	18.0	

Table D-2
(continued)

Ratings:

		N	1	2	3	4	5	
16. The teacher's instructional mode was predominantly one of instructing/directing.	T:	*172*	*23.8*	*23.3*	*18.0*	*24.4*	*10.5*	The teacher's instructional mode was predominantly one of questioning and providing feedback.
	P:	71	25.4	19.7	16.9	23.9	14.1	
	C:	101	22.8	25.7	18.8	24.8	7.9	
17. Children were allowed to interact socially most of the time in the classroom.	T:	*172*	*24.4*	*25.6*	*22.7*	*14.5*	*12.8*	Children were never allowed to interact socially except during recess or play periods.
	P:	71	28.1	26.7	25.4	9.9	9.9	
	C:	101	21.8	24.7	20.8	17.8	14.9	
18. There were many opportunities for, or much encouragement of, peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.	T:	*172*	*9.9*	*20.9*	*22.1*	*24.4*	*22.7*	There were no opportunities or encouragement for peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.
	P:	71	12.7	22.5	19.7	26.8	18.3	
	C:	101	7.9	19.8	23.8	22.8	25.7	
19. Children were encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.	T:	*172*	*24.3*	*23.3*	*22.1*	*16.3*	*14.0*	Children were not encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.
	P:	71	32.4	21.1	14.1	16.9	15.5	
	C:	101	18.8	24.8	27.7	15.8	12.9	
20. There were many opportunities during the day for children to pursue their own interests, or develop interests, hobbies, etc.	T:	*172*	*2.9*	*17.4*	*21.5*	*25.6*	*32.6*	There were no opportunities during the day for children to pursue their own interests.
	P:	71	2.8	21.1	18.3	16.9	40.9	
	C:	101	3.0	14.9	23.8	31.6	26.7	
21. The teacher supported and encouraged bilingual/bicultural children to participate in peer social interaction.	T:	*160*	*47.5*	*15.6*	*20.6*	*2.5*	*13.8*	The teacher did not really support or encourage bilingual/bicultural children to participate in peer social interaction.
	P:	67	56.7	7.5	16.4	1.5	17.9	
	C:	93	40.8	21.5	23.7	3.2	10.8	
22. It was apparent that the teacher valued cultural differences highly and seemed to be doing his/her best to promote cultural understanding in the classroom.	T:	*162*	*14.2*	*14.2*	*9.9*	*14.2*	*47.5*	It was apparent that the teacher placed a low value on cultural differences and did not seem to be doing much to promote cultural understanding in the classroom.
	P:	68	17.6	20.6	8.8	11.8	41.2	
	C:	94	11.7	9.6	10.6	16.0	52.1	
23. All of the classroom children were involved in multicultural activities that occurred.	T:	*80*	*57.4*	*13.8*	*16.3*	*0*	*12.5*	Only ethnic group children were involved in multicultural activities that occurred.
	P:	35	60.0	8.6	14.3	0	17.1	
	C:	45	55.5	17.8	17.8	0	8.9	

Table D-2
(continued)

Ratings:

		N	1	2	3	4	5	
24. The classroom daily routine seemed clear to the children; they seemed to know and understand it and were able to predict change.	T:	172	78.5	18.0	1.7	1.2	.6	Children seemed to be confused about the routine for the day; they seemed not to know it, understand it, or be able to predict change.
	P:	71	73.3	22.5	1.4	1.4	1.4	
	C:	101	82.2	14.8	2.0	1.0	0	
25. Children spent very little time waiting for activities to begin, for directions, and for instructions.	T:	171	40.8	32.2	13.5	8.8	4.7	Children spent a great deal of time waiting.
	P:	71	35.1	26.8	14.1	15.5	8.5	
	C:	100	45.0	36.0	13.0	4.0	2.0	
26. For the most part, this was a very well managed classroom.	T:	171	59.1	23.4	9.9	5.3	2.3	For the most part, this was a very poorly managed classroom.
	P:	71	52.1	19.7	16.9	8.5	2.8	
	C:	100	64.0	26.0	5.0	3.0	2.0	
27. The teacher encouraged children to work together or obtain instructional help from their peers.	T:	171	11.7	17.5	29.3	17.5	24.0	The teacher discouraged children from working together or obtaining help from their peers.
	P:	71	12.7	11.3	35.2	16.9	23.9	
	C:	100	11.0	22.0	25.0	18.0	24.0	
28. Children frequently initiated interactions with the teacher.	T:	171	40.9	35.1	12.9	11.1	0	Children never initiated interactions with the teacher.
	P:	71	45.1	33.8	15.5	5.6	0	
	C:	100	38.0	36.0	11.0	15.0	0	
29. Parents seemed to feel comfortable in the classroom.	T:	41	53.7	9.8	2.4	2.4	31.7	Parents did not seem to feel comfortable in the classroom.
	P:	19	63.2	10.5	0	0	26.3	
	C:	22	45.5	9.1	4.5	4.5	36.4	
30. Parents in the classroom were listened to and respected by children.	T:	29	44.9	6.9	3.4	0	44.8	Parents in the classroom were not listened to or respected by children.
	P:	11	54.5	0	9.1	0	36.4	
	C:	18	38.9	11.1	0	0	50.0	
31. The classroom was a very stimulating place for learning.	T:	171	26.3	39.8	22.8	7.6	3.5	The classroom was dull and not particularly stimulating.
	P:	71	19.7	46.6	21.1	5.6	7.0	
	C:	100	31.0	35.0	24.0	9.0	1.0	
32. Adults and children in the classroom had no problem making themselves heard.	T:	170	59.4	23.5	10.6	4.7	1.8	Adults and children in this classroom had a very hard time making themselves heard.
	P:	70	57.1	21.4	12.9	4.3	4.3	
	C:	100	61.0	25.0	9.0	5.0	0	

Table D-2
(continued)

Ratings:

		N	1	2	3	4	5	
33. The teacher was affectionate and warm toward the children.	T:	*171*	*36.8*	*35.1*	*19.3*	*7.0*	*1.8*	The teacher was cold or unfriendly toward the children.
	P:	71	38.0	35.2	15.5	8.5	2.8	
	C:	100	36.0	35.0	22.0	6.0	1.0	
34. The aide was affectionate and warm toward the children.	T:	*108*	*22.2*	*35.2*	*23.1*	*9.3*	*10.2*	The aide was cold or unfriendly toward the children.
	P:	59	30.5	30.5	22.0	10.2	6.8	
	C:	49	12.2	40.8	24.5	8.2	14.3	
35. Children in the classroom received a great deal of encouragement from the teacher in their work.	T:	*171*	*31.6*	*31.6*	*23.4*	*9.9*	*3.5*	Children in the classroom received little encouragement from the teacher.
	P:	71	29.6	39.4	15.5	9.9	5.6	
	C:	100	33.0	26.0	29.0	10.0	2.0	
36. The teacher seemed calm and at ease; he/she did not become easily disturbed by classroom situations.	T:	*171*	*65.4*	*21.1*	*7.0*	*4.7*	*1.8*	The teacher seemed uneasy; he/she became easily distracted by classroom situations.
	P:	71	63.5	23.9	4.2	4.2	4.2	
	C:	100	67.0	19.0	9.0	5.0	0	
37. For the most part, all children in the classroom were treated fairly and equitably.	T:	*171*	*73.1*	*14.6*	*7.6*	*1.8*	*2.9*	It seemed evident that the teacher had "favorites" who were treated differently from other children.
	P:	71	71.8	12.7	8.5	2.8	4.2	
	C:	100	74.0	16.0	7.0	1.0	2.0	
38. There seemed to be a high degree of interest and involvement in learning on the part of adults and children in this classroom.	T:	*171*	*37.4*	*37.4*	*17.0*	*6.4*	*1.8*	There seemed to be a general lack of interest or involvement in learning in this class.
	P:	71	39.4	28.2	21.1	8.5	2.8	
	C:	100	36.0	44.0	14.0	5.0	1.0	
39. The adults in this classroom seemed to go out of their way to make all children feel wanted and accepted.	T:	*170*	*32.4*	*34.1*	*19.4*	*10.0*	*4.1*	The adults in this classroom seemed to make no effort to make children feel wanted and accepted.
	P:	71	39.4	31.0	12.7	11.3	5.6	
	C:	99	27.3	36.4	24.2	9.1	3.0	
40. The adults in this classroom seemed to go out of their way to make all children feel competent and successful.	T:	*170*	*32.9*	*31.8*	*20.6*	*11.8*	*2.9*	The adults in this classroom seemed to make no effort to make children feel competent and successful.
	P:	71	36.6	35.2	11.3	14.1	2.8	
	C:	99	30.3	29.3	27.3	10.1	3.0	
41. The teacher seemed to be very well respected and listened to by the children.	T:	*171*	*64.3*	*23.4*	*7.6*	*4.1*	*.6*	The teacher did not seem to be respected or listened to by the children.
	P:	71	66.3	23.9	4.2	5.6	0	
	C:	100	63.0	23.0	10.0	3.0	1.0	

Table D-2
(continued)

		Ratings:						
		N	1	2	3	4	5	
42. The classroom aide seemed to be very well respected and listened to by the children.*	T:	*106*	*45.2*	*34.0*	*9.4*	*5.7*	*5.7*	The classroom aide did not seem to be respected and listened to by the children.
	P:	57	50.9	33.3	8.8	3.5	3.5	
	C:	49	38.7	34.7	10.2	8.2	8.2	
43. The teacher encouraged and supported participation of handicapped children in the full range of classroom activities.*	T:	*35*	*85.7*	*0*	*0*	*11.4*	*2.9*	The teacher did not really support or encourage participation of handicapped children in classroom activities.
	P:	14	78.6	0	0	14.3	7.1	
	C:	21	90.5	0	0	9.5	0	
44. It was apparent that the teacher was very sensitive to the special needs of handicapped children and was therefore doing a variety of things to meet those needs.*	T:	*37*	*56.8*	*18.9*	*10.8*	*13.5*	*0*	It was apparent that the teacher was not sensitive to the special needs of handicapped children and therefore was not doing anything to really meet those needs.
	P:	14	50.1	7.1	21.4	21.4	0	
	C:	23	60.9	26.1	4.3	8.7	0	
45. Handicapped children received all their instruction inside the classroom.*	T:	*33*	*18.2*	*12.1*	*48.5*	*9.1*	*12.1*	Handicapped children received almost no instruction in the classroom.
	P:	14	21.4	0	57.2	7.1	14.3	
	C:	19	15.8	21.1	42.1	10.5	10.5	
46. The teacher and the aide seemed to relate and work together extremely well.*	T:	*106*	*58.4*	*21.7*	*12.3*	*1.9*	*5.7*	The teacher and the aide seemed to have problems relating and working together.
	P:	59	66.1	22.0	10.2	0	1.7	
	C:	47	48.9	21.3	14.9	4.3	10.6	

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*Item did not apply to many classrooms.

Table D-3

Descriptive Summary of Global Ratings for Focused Observations

			Ratings:					
		N	1	2	3	4	5	
1. The teacher often probed children's statements/responses, asked them to extend or amplify them or explored the child's reason for an incorrect response.	T:	*171*	*13.5*	*25.1*	*17.5*	*23.4*	*20.5*	The teacher rarely probed children's statements/responses, but instead dropped the conversation, asked another child or provided correct answers to the child.
	P:	71	12.7	16.9	21.1	28.2	21.1	
	C:	100	14.0	31.0	15.0	20.0	20.0	
2. The teacher encouraged children to work together and seek help from each other.	T:	*171*	*8.8*	*15.8*	*18.1*	*23.4*	*33.9*	The teacher rarely asked children to work together or seek help from each other.
	P:	71	12.7	9.9	19.7	23.9	33.8	
	C:	100	6.0	20.0	17.0	23.0	34.0	
3. The teacher often asked children to consult resources other than herself or classroom peers for help in answering questions or resolving problems.	T:	*171*	*4.7*	*6.4*	*11.7*	*18.1*	*59.1*	The teacher rarely asked children to consult resources other than herself or classroom peers for help in answering questions or resolving problems.
	P:	71	5.6	5.6	12.7	22.5	53.6	
	C:	100	4.0	7.0	11.0	15.0	63.0	
4. Most of the teacher's questions asked children to make inferences, give reasons, draw conclusions, make judgments or analyze.	T:	*171*	*11.1*	*21.1*	*25.1*	*21.1*	*21.6*	Most of the teacher's questions were asking children to give or repeat facts.
	P:	71	8.5	19.7	25.4	23.9	22.5	
	C:	100	13.0	22.0	25.0	19.0	21.0	
5. The teacher encouraged children to figure things out for themselves and rely on their own personal resources.	T:	*170*	*30.6*	*34.1*	*21.8*	*8.8*	*4.7*	The teacher rarely encouraged children to figure things out for themselves and rely on their own personal resources.
	P:	70	30.0	31.4	24.3	8.6	5.7	
	C:	100	31.0	36.0	20.0	9.0	4.0	
6. The teacher seemed primarily interested in getting children to understand the why of things rather than acquire a lot of facts.	T:	*171*	*15.2*	*19.9*	*29.2*	*15.8*	*19.9*	The teacher seemed primarily interested in getting children to acquire a lot of facts rather than understand the why of things.
	P:	71	15.5	15.5	29.6	16.9	22.5	
	C:	100	15.0	23.0	29.0	15.0	18.0	
7. The teacher spent very little time controlling misbehaviors or keeping children on task.	T:	*170*	*44.1*	*33.5*	*14.1*	*5.9*	*2.4*	The teacher spent most of the time controlling misbehaviors or keeping children on task.
	P:	71	38.0	38.0	12.7	8.5	2.8	
	C:	99	48.5	30.3	15.2	4.0	2.0	

Note: Table entries are percentages of the total number of responses for each item.

T = Total *(italics)*; P = PDC; C = Comparison

Table D-3
(continued)

		Ratings:						
		N	1	2	3	4	5	
8. Teacher generally caught misbehaviors in time so that they rarely spread or increased in seriousness.	T:	170	72.9	19.4	3.5	1.8	2.4	Teacher rarely acted to prevent misbehaviors from spreading or increasing in seriousness.
	P:	70	64.3	25.7	5.7	2.9	1.4	
	C:	100	79.0	15.0	2.0	1.0	3.0	
9. The teacher demonstrated great ability for dealing with more than one thing at a time. Interruptions rarely made him/her lose all contact with what he/she was doing.	T:	171	53.3	29.2	10.5	5.8	1.2	Teacher was unable to deal with more than one thing at a time. Interruptions frequently made him/her lose all contact with what he/she was doing.
	P:	71	53.5	25.4	11.3	7.0	2.8	
	C:	100	53.0	32.0	10.0	5.0	0	
10. The teacher kept classroom activities running smoothly without frequent delays or disruptions.	T:	171	46.2	32.2	14.0	5.3	2.3	Teacher did not keep classroom activities running smoothly. Delays and interruptions were frequent.
	P:	71	40.9	33.8	15.5	5.6	4.2	
	C:	100	50.0	31.0	13.0	5.0	1.0	
11. The teacher rarely kept children waiting for directions, task assignments, materials.	T:	171	44.5	32.8	14.0	6.4	2.3	Teacher frequently made children wait for directions, task assignments or materials.
	P:	71	42.2	26.8	16.9	8.5	5.6	
	C:	100	46.0	37.0	12.0	5.0	0	
12. The teacher preferred to reason or talk to the children about misbehaviors or disruptions.	T:	171	23.4	20.5	21.1	17.0	18.0	The teacher tended to rely more on commands, threats and other techniques of behavior control and less on giving reasons or talking to children about misbehaviors or disruptions.
	P:	71	24.0	21.1	16.9	22.5	15.5	
	C:	100	23.0	20.0	24.0	13.0	20.0	
13. Adults and children in the classroom had no problem making themselves heard.	T:	171	57.3	28.7	9.9	3.5	.6	Adults and children in this classroom had a very hard time making themselves heard.
	P:	71	57.7	25.4	11.3	5.6	0	
	C:	100	57.0	31.0	9.0	2.0	1.0	
14. The teacher seemed calm and at ease; he/she did not become easily disturbed by classroom situations.	T:	171	63.8	22.2	7.0	6.4	.6	The teacher seemed uneasy; he/she became easily distracted by classroom situations.
	P:	71	57.7	26.8	4.2	9.9	1.4	
	C:	100	68.0	19.0	9.0	4.0	0	

Table D-3
(continued)

		Ratings:						
		N	1	2	3	4	5	
15. The teacher seemed to be very well respected and listened to by the children.	T:	*171*	*63.2*	*26.3*	*6.4*	*3.5*	*.6*	The teacher did not seem to be respected or listened to by the children.
	P:	71	62.0	25.4	7.0	5.6	0	
	C:	100	64.0	27.0	6.0	2.0	1.0	
16. The children were very cooperative in doing what was expected of them.	T:	*171*	*44.4*	*40.4*	*8.8*	*5.8*	*.6*	Children were not cooperative, and for the most part did what they pleased.
	P:	71	38.0	42.3	12.7	7.0	0	
	C:	100	49.0	39.0	6.0	5.0	1.0	
17. For the most part, this is a well managed classroom.	T:	*171*	*56.1*	*23.4*	*12.3*	*4.7*	*3.5*	For the most part, this is a very poorly managed classroom.
	P:	71	45.0	26.8	15.5	8.5	4.2	
	C:	100	64.0	21.0	10.0	2.0	3.0	
18. Children in the classroom received a great deal of encouragement from the teacher in their work.	T:	*170*	*24.7*	*24.7*	*26.5*	*18.2*	*5.9*	Children in the classroom received little encouragement from the teacher.
	P:	70	25.8	18.6	31.4	17.1	7.1	
	C:	100	24.0	29.0	23.0	19.0	5.0	
19. Children frequently initiated interactions with the teacher.	T:	*171*	*38.6*	*29.8*	*17.5*	*13.5*	*.6*	Children never initiated interactions with the teacher.
	P:	71	39.4	31.0	19.7	8.5	1.4	
	C:	100	38.0	29.0	16.0	17.0	0	
20. The children seemed interested in and attentive to the learning activities provided.	T:	*171*	*42.1*	*35.1*	*14.0*	*8.2*	*.6*	The children seemed to lack interest and attention during learning activities.
	P:	71	36.6	31.0	18.3	12.7	1.4	
	C:	100	46.0	38.0	11.0	5.0	0	
21. Children were allowed to interact socially most of the time in the classroom.	T:	*171*	*18.7*	*28.1*	*25.7*	*18.1*	*9.4*	Children were never allowed to interact socially except during recess or play periods.
	P:	71	19.7	35.2	26.8	12.7	5.6	
	C:	100	18.0	23.0	25.0	22.0	12.0	
22. Children were encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.	T:	*171*	*16.4*	*23.4*	*19.3*	*23.9*	*17.0*	Children were not encouraged to express and discuss personal experiences, ideas, feelings, thoughts, etc.
	P:	71	18.3	21.2	19.7	23.9	16.9	
	C:	100	15.0	25.0	19.0	24.0	17.0	
23. There were many opportunities or much encouragement of peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.	T:	*171*	*13.5*	*12.3*	*17.0*	*34.4*	*22.8*	There were no opportunities or encouragement for peer teaching, joint efforts, cooperation on learning tasks, group projects, etc.
	P:	71	15.5	11.3	19.7	36.6	16.9	
	C:	100	12.0	13.0	15.0	33.0	27.0	

Table D-3
(continued)

Ratings:

		N	1	2	3	4	5	
24. For the most part, all children in the classroom were treated fairly and equitably.	T:	*171*	*67.9*	*24.0*	*3.5*	*2.3*	*2.3*	It seemed evident that the teacher has "favorites" who were treated differently from other children.
	P:	71	71.9	21.1	0	4.2	2.8	
	C:	100	65.0	26.0	6.0	1.0	2.0	
25. The teacher seemed to be trying to coordinate the children's home and school experiences.	T:	*171*	*14.6*	*17.5*	*14.6*	*21.1*	*32.2*	The teacher did not seem to be making an effort to coordinate the children's home and school experiences.
	P:	71	22.5	18.3	12.7	15.5	31.0	
	C:	100	9.0	17.0	16.0	25.0	33.0	
26. The teacher seemed extremely enthusiastic; he/she seemed to really enjoy teaching.	T:	*171*	*35.7*	*36.2*	*19.3*	*7.0*	*1.8*	The teacher did not seem to enjoy what he/she was doing.
	P:	71	32.4	35.2	21.1	9.9	1.4	
	C:	100	38.0	37.0	18.0	5.0	2.0	
27. The teacher was affectionate and warm toward the children.	T:	*171*	*33.3*	*29.2*	*28.1*	*8.8*	*.6*	The teacher was cold or unfriendly toward the children.
	P:	71	31.0	33.8	26.8	7.0	1.4	
	C:	100	35.0	26.0	29.0	10.0	0	
28. The teacher encouraged and supported participation of handicapped children in the full range of classroom activities.*	T:	*34*	*73.5*	*11.8*	*2.9*	*11.8*	*0*	The teacher did not really encourage or support participation of handicapped children in classroom activities.
	P:	13	76.9	7.7	0	15.4	0	
	C:	21	71.4	14.3	4.8	9.5	0	
29. It was apparent that the teacher was very sensitive to the special needs of handicapped children and was therefore doing a variety of things to meet those needs.*	T:	*34*	*55.9*	*8.8*	*17.6*	*11.8*	*5.9*	It was apparent that the teacher was not sensitive to the special needs of handicapped children and therefore was not doing anything to really meet those needs.
	P:	13	53.8	7.7	15.4	23.1	0	
	C:	21	57.2	9.5	19.0	4.8	9.5	
30. The teacher supported and encouraged bilingual/bicultural children to participate in peer social interaction.	T:	*160*	*40.5*	*18.8*	*24.4*	*6.3*	*10.0*	The teacher did not really support and encourage bilingual/bicultural children to participate in peer social interaction.
	P:	69	47.0	20.6	16.2	5.9	10.3	
	C:	92	35.9	17.4	30.4	6.5	9.8	
31. It was apparent that the teacher valued cultural differences highly and seemed to be doing his/her best to promote cultural understanding in the classroom.	T:	*167*	*10.8*	*8.4*	*16.2*	*13.8*	*50.8*	It was apparent that the teacher placed a low value on cultural differences and did not seem to be doing much to promote cultural understanding in the classroom.
	P:	70	15.7	10.0	12.9	14.3	47.1	
	C:	97	7.2	7.2	18.6	13.4	53.6	

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*Item did not apply to many classrooms.

Table D-3
(continued)

		Ratings:						
		N	1	2	3	4	5	
32. There seemed to be a high degree of interest and involvement in learning activities on the part of adults and children in this classroom.	T:	*171*	*38.0*	*38.6*	*17.0*	*4.1*	*2.3*	There seemed to be a general lack of interest or involvement in learning in this class.
	P:	71	33.8	36.7	19.7	7.0	2.8	
	C:	100	41.0	40.0	15.0	2.0	2.0	
33. The adults in this classroom seemed to go out of their way to make children feel wanted and accepted.	T:	*171*	*31.0*	*27.5*	*25.1*	*13.5*	*2.9*	The adults in this classroom seemed to make no effort to make all the children feel wanted and accepted.
	P:	71	35.2	25.4	23.9	12.7	2.8	
	C:	100	28.0	29.0	26.0	14.0	3.0	
34. The adults in this classroom seemed to go out of their way to make children feel competent and successful.	T:	*171*	*28.7*	*29.2*	*26.3*	*14.6*	*1.2*	The adults in this classroom seemed to make no effort to make all children feel competent and successful.
	P:	71	29.6	29.6	21.1	16.9	2.8	
	C:	100	28.0	29.0	30.0	13.0	0	

APPENDIX E

Formation of Composite Variables in the Spring 1979 Teacher Interview

The processes used in creating the composite variables varied depending on the nature of the items. Some, such as the Global Ratings, were all in the same format, but others involved comgining three-point scales and five-point scales. The procedures used in forming each of the summary variables is described below.

Parent activities in the classroom. Three items in the Teacher Interview (14e, k, l) ask about the number of parents who have done different types of things in the teacher's classroom. Responses in terms of number of parents involved in the three kinds of parent activities were either "none, some, or most." For summing purposes "none" was arbitrarily assigned a 1 and "some" and "most" were assigned a 2, except for the "attend routine parent conferences" item, where the values were reversed because the desirability of that type of parent behavior was conceived as opposite in direction to the other two items. The composite variable summed rescaled values for tne three items, resulting in scores for each teacher ranging from 3 (all "none" responses) to 6 (all "some" or "most" responses). These scores were recombined into categories of "Low" (3), "Medium" (4), and High (5 and 6), with a "Low" representing minimal occurrence of non-traditional types of parent activity, and "High" representing frequent occurrence of these unusual (but desirable) types of parent involvement. This summary variable is described in Table E1.

Intercorrelations between "attend routine parent conferences" and the other two more unusual parent activities were almost nil, but the correlation between the two non-traditional items was low, ($r = +.22$) and significant ($p = .0002$), based on an n of 200 (Table E2).

Attitude toward more parent involvement. Teachers were asked both what they saw as the advantages and the disadvantages of more parent involvement in their school (17 a-i; 18 a-g). Three of their responses were included in a composite variable. Items were scored as either positive or negative. The first item was the failure to mention any advantages in response to the question about advantages of parent involvement. The second was the advantage that parents can do more for their child at home, and the third was the disadvantage that unfamiliar adults would disrupt the classroom. for each item, a '1' was assigned to each interviewee if they made a negative statement, and a '2' if they made a positive one. The composite variable was the sum of all three rescaled items. The range of the composite variable when tallied was from 4 to 6, indicating that none of those responding perceived all items negatively, but some responded to all positively. A further recombination of responses was carried out to distinguish positive teachers from those who gave mixed responses, and this summary variable is described in Table E1.

Item intercorrelations ranged from .37 to .54 and all were significant (Table E3).

Amount of change in knowledge of the associated school. Items (26j, m) asked about change in knowledge of what goes on in the associated school or center, and change in amount of planning with teachers from the associated school or center. Responses ranged from "no change" to "major change" on a 4-point scale. These responses were collapsed to reflect either little/no change or major/moderate change and then summed for the two items. Responses to the two items resulted in scores ranging from two to four with two representing "little or no change," three corresponding to "moderate change," and four corresponding to "major change." A summary description of this is presented in Table E1.

The between-item correlation was very high (r = .73) (cf. Table E4).

Attitude toward job situation. Construction of the summary variable involved combining the 3-point scales of three of the items (28c, i, 30f) with the 5-point scale of a fourth item (29). The 3-point scale was "positive, negative, wasn't mentioned." The 5-point scale was "definitely recommend, probably recommend, undecided, probably recommend other school, definitely recommend other school." "Definitely recommend" and "probably recommend" were collapsed to coincide with "positive;" "probably recommend other school" and "definitely recommend other school" were collapsed to coincide with "negative;" and "undecided" corresponded to "didn't mention."

In forming the composite variable, all those teachers who gave both positive and negative answers to the items were put in one category, all those who gave only positive responses to all of the items were put in a second category, and all those who gave only negative responses were placed in another category. "Undecided" and missing responses were ignored. A summary description of this variable is presented in Table E1.

Intercorrelations of the four items were low, ranging from .05 to .28, but three of the six intercorrelations were significant (Table E5).

Community resources. Two items concerning use of community resources in the classroom (9h, i) formed this composite variable. The first item asked teachers how often they used people or materials from the community in their classrooms, and the second asked how often they discussed in class the roles and services provided by various people in the community.

Three possible responses ("never, once a year, every other month") were collapsed into "seldom," and were assigned a 1. Three other possible responses ("once a month, two to three times a month, once a week or more") were combined into "often," and were assigned a 2. The two items were then summed resulting in values of 2 (two "seldoms"), 3 (one "seldom," one "often"), or 4 (two "oftens"). A summary description of this variable is presented in Table E1.

The correlation between the two items was .29 (Table E6).

The four factors derived from the factor analysis of the Teacher Interview Global Ratings are listed below, with the ratings which comprise them. The same procedure was used to create the composite variables for all four factors, and follows the list.

Factor 1: Program adaptation to individual children. This factor is made up of ratings 9 through 14, which concern the degree of specificity of the teacher's knowledge of individual children's strengths and weaknesses, including affective needs, and her variation of instruction to accommodate those strengths and weaknesses.

Factor 2: Structuring and differentiation of activities in language and math. This factor also is made up of four ratings, 2, 3, 6 and 7. They refer both to the amount that children participate in planning their own language arts and math activities, and to the number of different language arts and math activities that they engage in, planned either by them or the teacher.

Factor 3: Efforts to involve parents and the home. This factor is composed of three ratings, 17, 20 and 21, and concerns teachers' efforts to involve parents in the classroom and coordinate home and school experiences.

Factor 4: Individualization of activities in language and math. This factor comprises only two ratings, 4 and 8, and refers to the amount of time the teacher works with individual children, small groups, or the class as a whole.

The procedures used to create summary variables for each of these factors involved first collapsing the five-point scale to a three-point scale. (All of the Global Ratings represented a five-point continuum, ranging from a high degree of the particular dimension, such as "detailed and specific rationale" at one end, to a small degree at the other, such as "superficial rationale.") Thus, the two extremes were collapsed assigning them 1 and 3, leaving the neutral or mid-point rating as 2.

Then for each factor, all those teachers who gave both positive and negative responses to the individual items were placed in one group labeled "both." All those who gave only positive responses were placed in a second group, labeled "positive," all those who gave only negative responses were placed in a "negative" category, and all those who gave only neutral responses were placed in an "undecided" category. Descriptive summaries of these higher-order variables are presented in Table E1.

Factor analysis of global ratings. The Global Ratings are of dimensions such as instructional strategies, specificity of knowledge of individual children, and encouragement of parent involvement. Interviewers completed the ratings on the basis of teacher responses to a series of semi-structured questions.

Inspection of the matrix of item intercorrelations shows that there are a number of moderately high correlations among items, with a general pattern of low-to-moderate intercorrelations. Two items with low response rates (numbers 18 and 19, Table C-9, Appendix C) were discarded from these analyses in order to use as large a pool of teachers with complete data as possible. Of 283 teachers interviewed, 257 teachers (90.8%) had been rated on all of the remaining seventeen ratings scales.

Principal-components factor analysis produced four factors which were then rotated by a pairwise varimax procedure. The four factors accounted for 69% of the total scale variance; after rotation, 15 of the 17 scales loaded uniquely on one of the four factors, with loadings of .61 or higher (in all but one case, loadings were at or over the .7 level). The four factors appear to be quite distinctive. The proportion of variance accounted for by each factor ranges from approximately 12% to 26%; no one factor accounts for the bulk of scale variation.

Tables E7-10 describe the four factors extracted from the Teacher Interview Global Ratings, indicating which items loaded highest on each. These factors were used to form composite variables for the analysis of the influences on important outcomes and the interaction of treatment with outcomes.

Table E-1

Descriptive Information on Summary Variables

Summary Variable	N	Range of Scores	Mean	Standard Deviation	Median
Parent activities in the classroom.	277	1.00 to 3.00	1.91	.70	1.91
Attitude toward parent involvement.	281	1.00 to 2.00	1.57	.50	1.62
Change in knowledge of the associated school or center.	131	-3.00 to 3.00	0.91	1.44	0.90
Job satisfaction.	283	1.00 to 4.00	1.39	.90	1.19
Community resources.	283	2.00 to 4.00	2.84	.74	2.82
Program adaptation to individual children (factor 1).	280	1.00 to 3.00	1.86	.92	1.51
Structure and differentiation of activities in language and math (factor 2).	280	1.00 to 4.00	1.61	.88	1.27
Efforts to involve parents in the home (factor 3).	280	1.00 to 4.00	1.81	.90	1.59
Individualization of activities in language and math (factor 4).	279	1.00 to 4.00	2.24	1.23	1.95

Table E-2

Intercorrelations of Variables Comprising
"Parent Activities in the Classroom" Scale

(N=280)

	Number of parent classroom visitors who helped plan curriculum for other children	Number of parent classroom visitors who attended routine parent conferences	Number of parent classroom visitors who helped by working with children
Number of parent classroom visitors who helped plan curriculum for other children			
Number of parent classroom visitors who attended routine parent conferences			
Number of parent classroom visitors who helped by working with children	.22		

*Completed cells show significant relationships, $p \leq .05$

Table E-3

Intercorrelations of Variables Comprising "Attitude Toward More Parent Involvement" Scale*

(N=283)

	Perceived advantages of parent involvement: none	Perceived advantages of parent involvement: familiarity with school activities means parents can do more for their child at home	Perceived disadvantages of parent involvement: unfamiliar adults disrupt the class
Perceived advantages of parent involvement: none			
Perceived advantages of parent involvement: familiarity with school activities means parents can do more for their child at home	.54		
Perceived disadvantages of parent involvement: unfamiliar adults disrupt the class	.40	.37	

*Completed cells show significant relationships, $p \leq .05$

Table E-4

Intercorrelations of Variables Comprising "Amount of Change in Knowledge of the Associated School or Center" Scale*

(N=253)

	Teacher knowledge of what goes on in associated center or school	Amount of teacher planning done with school or center teachers.
Teacher knowledge of what goes on in associated center or school.		
Amount of teacher planning done with school or center teachers	.73	

*Completed cells show significant relationships, $p \leq .05$.

Table E-5

Intercorrelations of Variables Comprising
"Attitude Toward Job Situation" Scale*

(N=283)

	Whether the teaching staff influence the teacher's decision to remain in the school	Whether the school children influence the teacher's decision to remain in the school	Teacher advice to parent about enrolling child in teacher's school	Whether the school children influence the teacher's decision regarding advising the parent to enroll his/her child in teacher's school
Whether the teaching staff influence the teacher's decision to remain in the school				
Whether the school children influence the teacher's decision to remain in the school	.12			
Teacher advice to parent about enrolling child in teacher's school				
Whether the school children influence the teacher's decision regarding advising the parent to enroll his/her child in teacher's school		.19	.28	

*Completed cells show significant relationships, $p \leq .05$.

Table E-6

Intercorrelations of Variables Comprising "Community Resources" Scale*

(N=283)

	Frequency with which teacher has used people and materials from the community in her classroom	Frequency with which teacher has discussed with her class the roles and services provided by various people in the community
Frequency with which teacher has used people and materials from the community in her class room		
Frequency with which teacher has discussed with her class the roles and services provided by various people in the community	.29	

*Completed cells show significant relationships, p ≤ .05.

Table E-7

Summary Description of First Rotated Factor from Teacher Interview Global Ratings: "Program Adaptation to Individual Children"

Factor loadings are high and positive for the ratings below, for which low and high response values describe the teacher as having the following characteristics:

Low Value = 1	Factor Loadings for Factor (1)	High Value = 5
The teacher was able to give a detailed and specific description of and rationale for the approach taken to teaching language arts and mathematics to different children.	.78	Teacher was unable to give more than a superficial description of the rationale and approach used in these areas.
The teacher maintains specific and comprehensive records on each child that contain a variety of information, such as observations, test results, and work specimens.	.70	The teacher's records for individual children are superficial, containing little more than test results and grades.
Teacher appears to have specific knowledge of individual children's strengths, needs problems and interests related to language arts and math.	.84	Teacher appears to have little knowledge of individual children's strengths, needs, problems and interests related to language arts and math.
Teacher varies instruction to build on strengths, satisfy needs, deal with problems, and capitalize on personal interests of individual children.	.77	Teacher plans educational activities for the class as a whole and does not appear to vary instruction to accommodate individual children's strengths, needs, problems and interests.
Teacher has a specific system that she/he uses to identify students' strengths and problems in language arts and mathematics.	.72	Teacher relies solely on informal observation to identify students' strengths and problems in language arts and mathematics.
Teacher appears to be sensitive to the affective needs of individual children and varies instruction accordingly.	.84	Teacher appears to have little awareness of the affective needs of individual children.

Table E-7
(continued)

Scale Variable Values:

n	Range of Values	Mean	Standard Deviation	Median[1]
257	-1.89 to 3.02	0.00	1.00	-0.11

Factor (1) accounts for 26.7% of the variance in the Global Ratings.

---

[1] Median based on aggregate data.

Table E-8

Summary Description of Second Rotated Factor from Teacher Interview Global Ratings: "Structuring and Differentiation of Activities in Language and Math"

Factor loadings are high and negative for the ratings below, for which low and high response values describe the teacher's class as having the following characteristics:

Low Value = 1	Factor Loadings for Factor (2)	High Value = 5
Children participate in planning their own language arts activities.	.85	Children's language arts activities are structured for them by the teacher or by materials (e.g., workbooks).
During these times children engage in different activities that either they or the teacher plan.	.72	During language arts time all of the class is engaged in the same or similar activities.
Children participate in planning their own math activities.	.87	Children's math activities are structured for them by the teacher or by materials (e.g., workbooks).
During these times the children engage in different activities that either they or the teacher plan.	.72	During math time all of the class is engaged in the same or similar activities.

Scale Variable Values:

n	Range of Values	Mean	Standard Deviation	Median[1]
257	-1.78 to 3.76	0.00	1.00	0.19

Factor (2) accounts for 17.2% of the variance in the Global Ratings.

---

[1] Median based on aggregate data.

Table E-9

Summary Description of Third Rotated Factor from Teacher Interview Global Ratings: "Efforts to Involve Parents and the Home"

Factor loadings are high and positive for the ratings below, for which low and high response values describe the teacher as having the following characteristics:

Low Value = 1	Factor Loadings for Factor (3)	High Value = 5
The teacher seemed to be making an effort to invite parents into the classroom.	.90	The teacher seemed to make no effort to invite parents into the classroom.
The teacher seemed to be trying to coordinate the children's home and school experiences.	.61	The teacher did not seem to be making an effort to coordinate the children's home and school experiences.
The teacher was very concerned about involving parents in the classroom and was doing her best to encourage it.	.93	The teacher was not that concerned about involving parents in the classroom and therefore did not seem to be doing anything to encourage it.

Factor Variable Values:

n	Range of Values	Mean	Standard Deviation	Median[1]
257	-2.39 to 2.41	0.00	1.00	-0.12

Factor (3) accounts for 13.8% of the variance in the Global Ratings.

---

[1] Median based on aggregate data.

Table E-10

Summary Description of Fourth Rotated Factor from Teacher Interview Global Ratings: "Individualization of Activities in Language and Math"

Factor loadings are high and negative for the ratings below, for which low and high response values describe the teacher's behavior as having the following characteristics:

Low Value = 1	Factor Loadings for Factor (4)	High Value = 5
When children are learning language arts skills, the teacher works with individual children.	.85	During these times the teacher works with the entire class as a group.
When the children are learning math skills, the teacher works with individual children.	.72	During these times the teacher works with the entire class as a group.

Factor Variable Values:

n	Range of Values	Mean	Standard Deviation	Median[1]
257	-2.48 to 2.76	0.00	1.00	0.05

Factor (4) accounts for 11.7% of the variance in the Global Ratings after rotation.

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[1] Median based on aggregate data